COST-SHARED PROJECT
FILE NUMBERS
MOEST VC-11
NLS V1-6

Regional Literacy Coordination Project

Final Report

September 1998 - June 1999

By: Jean Rasmussen
Project Coordinator

This project was funded by
The Ministry of Advanced Education, Training and Technology and
Human Resources Development Canada - National Literacy Secretariat

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Need for Activity
Regional coordination of literacy services continues to be a valuable asset to the regions. The role of Literacy BC has been essential to the continuation and development of this service. The following report documents the activities of Literacy BC in providing leadership, overall coordination and support to the project, as well as training opportunities for the 11 Regional Literacy Coordinators.

This project year focussed on the following areas:

- Support - Training - Networking
- Public Awareness and Community/Partnership Development

Objectives of Activities:
There were seven objectives in total, which includes the final report. The following section will present each objective and report on how that objective was met.

1. Provide consultation, information and support to 11 Regional Literacy Coordinators.

Information/Resources
All Regional Literacy Coordinators received the following:

- An information package in September 1998, that contained articles and information relevant to their work (Please refer to **Appendix 1**)
- The final report for the **1998 Summer Literacy Institute**. Literacy BC contracted Maureen Stephens to co-teach, with Paula Davies, a one-week course on Tutor Training. Seven other Regional Literacy Coordinators attended the Institute - Julia Dodge, Bill McDonald, Jennifer Cliff-Marks, Dee McRae, Michelle Lebeau, Heather Fisher and Lynda Sampson.
- A box of children's books donated by Scholastic Book Publishers for distribution to the family literacy programs in the regions.
- Family Literacy information packages, posters, brochures and buttons for Family Literacy Day (Please refer to **Appendix 2** for cover letter and to the **Family Literacy Development Final Report – 1998-99** for complete details of activities and information regarding family literacy day.)

- **Regular Updates** on all activities in the **Family Literacy Development Project** (which includes National Family Literacy Day, the Starbucks Foundation, National Children's Agenda, First Call – Spotlight on Children and Youth, the Centres of Excellence for Children's Well-Being, Campaign 2000, and The Early Years Project. For more detailed information please refer to the Family Literacy Final Report – 1998-99)

- **Regular Updates on**:
  - Family Literacy Working Group activities
  - Family Literacy Public Awareness Project
  - Workforce Initiatives
  - 1999 Family Literacy Summer Institute (and final report)
  - MAETT, Transition Project
  - Literacy BC activities

- **Updated** Regional Literacy Coordinator Contact List (Please refer to **Appendix 3**)

- **Updated** BC Directory of Family Literacy Programs and Services (Please refer to **Family Literacy Development Final Report – 1998-99**)

- Annotated Bibliography of Family Literacy Resources.

- Information on Youth Community Action Program and Regional Contact list. (Please refer to **Appendix 4**)

- Monthly Activity Report Form (Please refer to **Appendix 5**)

Consultation/Support by Region - was provided as needed

Capilano Region

- A number of changes have occurred in this region over the past year. Julia Dodge, regional literacy coordinator for the Sunshine Coast, has taken an education leave and is temporarily replaced by Jean Bennett. Michelle Lebeau, regional coordinator for Squamish is on maternity leave until January 2000. Lynda Sampson remains the coordinator for Mount Currie.

- Support was provided in the area of family literacy development. We provided information and contact numbers for facilitators who work in family literacy. Kim Jensen from Laubach Literacy of Canada gave a workshop in on family literacy in Squamish.

Cariboo Region

- Bill McDonald is the regional literacy coordinator for this region. As of November 1,1999, Bill will be on temporary leave until May 2000. It is not known at this time who will replace him.

- Support for this region has been extensive (telephone meetings, email and one face-to-face meeting in Vancouver). We provided this support in the following areas: community development, ideas for professional development and training, information, and resources.

- We assisted Bill in bringing Barbara Bate to Williams Lake on September 25, to facilitate a workshop on "Developing and Sustaining Family Literacy Programs". 35 people attended (Please refer to **Appendix 6** for agenda, evaluations and notes).

- We assisted Bill in bringing Gavin Perryman to the region for a one-day workshop on developing partnerships on February 4,1999 – **Towards a Williams Lake Literacy and Adult Learning Council** (Please refer to **Appendix 7** for workshop notes)

- The above workshop led to the formation of a partnership between the local Rotary Club, University College of the Cariboo, Williams Lake Public Library, the Learning Disabilities Association and the Canadian Mental Health Association. This resulted in the creation of the **Partnership in Learning Centre in Williams Lake** – a coordinated, volunteer and community based, literacy tutoring service. (Please refer to **Appendix 8**)

- At the November Regional Literacy Coordinators meeting Bill gave a presentation on the above model.

- We provided project information and support to Bill McDonald and Bruce Mack, member of the **Williams Lake Literacy and Adult Learning Council** who made a presentation May 12/13 to the **Premier's Summit on Economic Opportunity for the Cariboo-Chilcotin**, for enhanced support for regional coordination. His recommendation was for BC to increase its funding for regional coordination to $300,000 per year for a 10-year period. This is in addition to the funding that already exists. (Please refer to **Appendix 9** for Bill Mack's notes and summary of the above summit)

East Kootenay Region

- Leona Gadsby is the regional literacy coordinator for this region. She is also the Regional Family Literacy Coordinator.

- The major area of support was in family literacy development; we provided materials, information and training.

- At the request of this region, Barbara Bate delivered a family literacy workshop on January 15, 1999 – **The 1999 East and West Kootenay Family Literacy Event.** We helped cover Barbara's costs and provided the workshop participants with resources and information regarding family literacy activities at the provincial and national level. We collaborated with Barbara in the design and content of this and all family literacy workshops presented in the regions this past year. (Please refer to **Appendix 10)**

- Leona gave a presentation on family literacy services and programs in her region at the 1999 Family Literacy Summer Institute, at the request of Literacy BC. Planning of content and focus took place on the telephone prior to the event.

- Leona is a member of the Family Literacy Working Group subcommittee on training and standards. She is collaborating with Literacy BC in the development of the BC Framework of Principles and Best Practices in Family Literacy. (Please refer to **Appendix 14** for November meeting notes and agenda)

New Caledonia Region

- Pat Hanki was hired as regional literacy coordinator in July 1999. She replaces Molly Eichar who temporarily replaced Heather Fisher. We provided Pat with background information about the project, previous monthly and final reports, support getting set up on the "Hub", and telephone and email support as needed.

- There have been numerous changes in this region over the past year. Heather Fisher resigned due to medical reasons in January 1999. Up to this point we provided Heather with information and support in setting up a Youth Community Action project in Prince George. The project was intended to train volunteer youth as tutors for literacy programs in her region. Pat Hanki now coordinates this project, support will be provided as needed.

- Heather was interested in developing literacy initiatives within pre-natal and fetal alcohol programs and consulted with Literacy BC regarding this.

- Molly Eichar coordinated the project for less than six months. She attended the April 1999 coordinators meeting in Vancouver. Molly was provided with background information about the project, previous monthly and final reports, support getting set up on the "Hub", and telephone and email support as needed.

- Consultation and support was provided in developing the 99/00 CSP application.

North Island/Malaspina Region

- Christina Patterson was hired in November 1998. The position had been vacant since July of 1998, when Norah McLean moved to Victoria. CALLS asked for our assistance in the selection process for a new regional coordinator, including interviewing. The position was advertised over the summer in a number of local newspapers, the colleges, and on-line in the BC conferencing system. This process was repeated twice. This involved two face-to-face meetings in Courtenay. (Please refer to **Appendix 11** for interview form, and copy of advertisement on FirstClass)

- Christina was provided with background information about the project, previous monthly and final reports, support getting set up on the "Hub" and ongoing telephone and email support, as needed.

- At the request of Christina and CALLS, Jean attended a tutor training in Courtenay on May 5, 1999 - organized and delivered by Christina. The workshop was well received with more than 40 people attending. (Please refer to **Appendix 12** for workshop agenda)

- Consultation and support were provided in developing the 99/00 CSP application for this region.

Northern Lights Region

- Donna Kane was hired in November 1998. The position had been vacant since May of 1998, when May Boychuk resigned. Northern Lights College requested our assistance in developing a job description and in other aspects of the selection process. Resumes were faxed to Literacy BC and feedback was provided. However, we were not requested to attend the interviews.

- Donna was provided with background information about the project, help sorting through previous monthly and final reports, support on getting set up on the "Hub" and ongoing telephone and email support as needed.

- Support was provided in helping Donna decide where to focus her energy and resources. She decided to concentrate on developing better communication between the eight campus areas. She used the BC Conferencing System as one avenue for bringing her region together. She also developed a regional literacy web-site and group email list.

- Consultation and support was provided in developing the 99/00 CSP application for this region.

Northwest Region

- Dee McRae is the regional coordinator for this region.
- The support provided for this region was - information/consultation/training via the "the hub" and the two regional coordinators meetings in Vancouver. The area of focus was in family literacy development.
- Consultation and support was provided in developing the 99/00 CSP application for this region.

Okanagan Region

- Maureen Stephens is in the process of stepping down as regional literacy coordinator. The position has been posted and a new regional coordinator should be in place sometime in October. Maureen will continue to provide support to her region until then.

- Much of the support provided to this region has been in the area of family literacy development.

- At the request of Maureen and the family literacy coordinators in the Okanagan region Jean Rasmussen and Barbara Bate attended/presented a family literacy workshop in Kelowna, on November 26, 1998. The key issues discussed were fundraising, referral, lobbying, advisory committees and the provincial picture. The workshop was well received and informative. (Please refer to **Appendix 13)**

- Maureen is a member of the Family Literacy Working Group subcommittee on training and standards. She is collaborating with Literacy BC in the development of the BC Framework of Principles and Best Practices in Family Literacy (Please refer to **Appendix 14** for November meeting notes and agenda)

- Consultation and support was provided in developing the 99/00 CSP application for this region.

Selkirk Region

- Jennifer Cliff-Marks is regional literacy coordinator for this region. She is also the Regional Family Literacy Coordinator.

- At the request of this region, Barbara Bate delivered a family literacy workshop on January 15, 1999 – **The 1999 East and West Kootenay Family Literacy Event.** We helped cover Barbara's costs and provided the workshop participants with resources and information regarding family literacy activities at the provincial and national level. We collaborated with Barbara in the design and content of this and all family literacy workshops presented in the regions this past year. (Please refer to **Appendix 10)**

- Jennifer was asked to give a presentation on family literacy services and programs in her region at the 1999 Family Literacy Summer Institute.

- Jennifer is a member of the Family Literacy Working Group subcommittee on training and standards. She is collaborating with Literacy BC in the development of the BC Framework of Principles and Best Practices in Family Literacy. (Please refer to **Appendix 14** for November meeting notes and agenda)

2. Maintain and support a network for regional literacy coordinators, including regular communication: organizing teleconferences, maintaining and moderating FirstClass conferences, receiving copies of activity reports from coordinators.

- Literacy BC continued to provide a strong network for regional coordination in the province. Regular and ongoing contact was made with all regional coordinators by telephone, email and on the "hub". We continued to moderate the Regional Literacy Coordinators conference, which was used for pre-meeting discussions, information sharing, and updates as needed.

- There were two instances where teleconferencing was required to plan the Best Practices Forum for the 1999 Family Literacy Summer Institute (Jennifer Cliff-Marks and Leona Gadsby).

- Most regional coordinators felt that monthly activity reporting was too time consuming. We agreed that reporting would happen every two months and that all coordinators would submit a final report to Literacy BC as per our partnership agreement.

- A new sub-conference within the coordinator's conference was designed for listing professional development workshops and presenters. The intent is to share ideas, training and trainers that work.

3. & 4. Plan and Implement two Regional Literacy Coordinator Meetings, and design and deliver two professional development training events for regional coordinators.

- The **first meeting** took place November 21 - 22, 1998, in Vancouver. In early September the coordinators were asked to give input as to agenda and training needs and ideas for pro-d for the November meeting. The focus of this meeting was on Future Development and Planning for Regional Coordination, and Creating Partnerships. Gavin Perryman, Audrey Thomas and Jean Cockell attended (see **Appendix 15** for cover letter, minutes and information on MAETT Transitions project)

- The **second meeting** took place April 9-11, 1999, in Vancouver. The BCTF was invited to discuss how we might work more collaboratively at the regional level with school districts and teachers. Pat Porter, a teacher at Queen Alexandra School in Vancouver, gave a presentation on Exploring Literacy: How Teachers and Parents can Collaborate to Support Early Literacy. Cindy Carson, Coordinator for First Call – Spotlight on Children and Youth Campaign spoke about the work the coalition is doing and how regional coordinators might be involved in this (see **Appendix 16** for cover letter and minutes).

5. Assist regional coordinators with the development of community partnerships and planning for the future.

- The focus of the November and April meetings was to provide training in these areas. The following is an account of partnership/community development activities at the provincial level.

Presentations Made
November 2, 1998 - Deans and Directors of Colleges and School Districts Meeting – Gave a presentation on regional literacy coordination in BC.
Purpose:
- To provide a brief history of the project
- To showcase the valuable work being done regionally
- To facilitate discussion about the benefits
- To make the case for continued and increased support from colleges

Meetings/Partnership Development
The following list of meetings in intended to highlight activities that relate to this project. It is by no means complete. I have not listed telephone meetings or email messages with Regional Literacy Coordinators.

- September 22, 1998 - Telephone meeting with Jean Cockell and Doug Moss re MAETT Transitions Project.
- October 9, 1998 – Telephone meeting with Georgia Brown re Youth Community Action Program – Information shared with coordinators.
- October 13, 1998 – Meeting in Chilliwack with Starbucks Foundation re developing a provincial strategy and partnerships with regional groups – Information on regional coordinators shared with group – Information on meeting shared with regional coordinators.
- October 31, 1998 Literacy Board Meeting – Presented on RLC project activities.
- November 2, 1999 – Deans and Directors Meeting on Bowen Island.
- November 2, 1998 – Telephone meeting with CALLS re hiring for Malaspina/North Island Region
- November 4, 1998 Planning meeting with Gavin Perryman re RLC November 21-22 meeting.

- November 6, 1998 – Meeting with Jean Cockell and Doug Moss re MAETT Transitions project.
- November 9, 1998 – All-day interviews for RLC for Malaspina/North Island Region, at CALLS in Courtenay.
- November 17, 1998 – Meeting with Jack Newberry re MAETT Transition project and RLC involvement.
- November 20, 1998 – Research Meeting – Information and handouts shared with RLCs.
- November 21 & 22, 1998 - Regional Literacy Coordinators Meeting
- November 23, 1998 – Family Literacy Working Group Meeting -Leona Gadsby, Maureen Stephens and Jennifer Cliff-Marks attended – information and minutes shared with all RLCs.
- November 26, 1998 – All-day workshop on family literacy in Kelowna (organized by Jean Rasmussen, Maureen Stephens and Barbara Bate).
- November 30, 1998 – Meeting with Starbucks.
- January 25, 1999 – Meeting with Bill McDonald at LBC re partnership building in Cariboo Region.
- January 26, 1999 – Starbucks Family Literacy Day Gala
- January 27, 1999 – Family Literacy Day book launch at Queen Alexandra School in Vancouver.
- February 1, 1999 – Meeting with BCTF re partnership development at the regional level, planning for RLC April Meeting.
- February 8, 1999 – Meeting with Chris Featherstone (ABC CANADA) re Family Literacy Day feedback.
- February 16, 1999 – Meeting with Carol Matusicky (BC Council for Families) re developing partnership at the regional level.
- February 16, 1999 – BC Teachers Forum – presented information on RLC and Family Literacy Projects.
- February 18, 1999 – Meeting with Helen Raham, (The Society for the Advancement of Excellence in Education) to discuss a potential early literacy research project.
- February 23, 1999 – Meeting with Barbara Ash, (VCC) re RLC and Family Literacy Development CSP applications.
- February 24, 1999 – Planning meeting with The Grizzlies Foundation, George Jarvis, and the Ministry for the Environment re Spinoza and regional participation in the project.
- March 3, 1999 – Planning meeting with Barbara Bate.
- March 9, 1999 – First Call – Spotlight on Children and Youth Advisory Meeting.
- March 10, 1999 – Information meeting with Susan Evans, Corporate Donations Coordinator (Westcoast Energy) – information on RLC and Family Literacy Development projects provided.
- March 30, 1999 – Planning meeting with Ministry of Education in Victoria.
- April 9, 1999 – Centres of Excellence for Children's Well Being Forum – Jean Rasmussen and Leona Gadsby attended meeting.
- April 9-11, 1999 – Regional Literacy Coordinators Meeting.

- **Family Literacy Development Working Group**. On November 23, 1998, the B.C. Family Literacy Working Group, which consists of family literacy practitioners, representatives of the Ministries of Health, Children and Families, MAETT, B.C. Council for Families, Regional Literacy Coordinators, a representative from the University of Victoria's Early Education Department, and Literacy BC met in Vancouver to discuss next steps. The group identified three distinct areas of need: training and standards; research/documentation/evaluation; and public awareness/leadership. A private electronic conference for the Working Group has been set up on FirstClass.

- **Ministry of Education** – We met with the Scott MacDonald, Manager, Corporate Relations and Director of 'Champions Stay-in-School' program.

- **Ministry for Children and Families** – We met with Gavin Brown, Manager of Federal/Provincial Relations, re 'National Children's Agenda' (Please refer to the July 1999 issue of *Imprints)*

- **Ministry of Health** – Met with representatives of 'Windows of Opportunity' and 'First Call – Spotlight on Children and Youth Campaign'. (Please refer to the July 1999 issue of *Imprints)*

- **Health Canada – '**Centres of Excellence for Children's Well Being' and 'Campaign 2000' (Please refer to the July 1999 issue of *Imprints)*

Other Partnerships:

- **B.C. Teacher's Federation** - Representatives from BCTF gave a presentation on Early Literacy: The Home-School connection, at the Regional Literacy Coordinator's April 1999 meeting. The BCTF is interested in developing partnerships at the local level with Regional and Family Literacy Coordinators. Some examples of how this can happen are for regional and family literacy coordinators to make presentations to teachers and staff at their local schools, write articles for the BCTF newsletter and invite representatives of the school district to sit on advisory committees.

- **B.C. Council for Families** - Provided Literacy BC with information and resources on families in B.C which was shared with family literacy programs and regional coordinators. They also provide CSP partnership support for the Family Literacy Development project.

- **University of Victoria, Early Childhood Education** - Dr. Margie Mayfield provides us with research and support in the area of family literacy program development at provincial, national and international levels, as well as CSP partnership support to the Family Literacy Development project.

- **Westcoast Energy Foundation** - Will participate in a Family Literacy Forum scheduled for the fall of 1999, hosted by LBC. The foundation has donated $50,000 a year for three years to support the development of a child and family centre in North Vancouver - The Westcoast Energy Children's Centre. The foundation has a keen interest in supporting families and sees literacy as part of this support.

- **Starbucks** has made an ongoing commitment to work with Literacy BC to:
    - Promote family literacy awareness at the individual store level in B.C. - there are 103 Starbucks stores in B.C - most are located in the Lower Mainland.
    - Be involved in Family literacy Day 2000.
    - Explore the possibility of providing support to family literacy programs in B.C. where there are no Starbucks stores.
    - Explore the possibility of developing resources (e.g. books with a family literacy theme) that could be sold in their stores – a percentage of the proceeds going to Literacy BC. We recently participated in three provincial Open Forums for Starbucks partners (employees) –Victoria, Vernon and Vancouver. One dollar from every T-shirt sold at the Vancouver Forum was donated to Literacy BC for family literacy development ($115.).
    - Over the last eight months, we have participated in several meetings with the Vice President of Marketing, Head office (Seattle), the Director of the Starbucks Foundation (Seattle), and the Marketing Manager for Western Canada.
    - The Starbucks Foundation donated $5,000 (US) to Literacy BC for Family Literacy Development, which in part was used to develop a rack card to be used to promote awareness.
    - Starbucks Book Drive for family literacy programs in BC took place over the summer. More than 10,000 books were collected and donated to family literacy programs.

  (Please refer to **Family Literacy Development Final Report – 1998-99** for more details)

- **Society for the Advancement of Excellence in Education – Early Literacy Project**

- **Youth Options B.C. (Youth Community Action Program)** From November of 1998 to April 1999, Literacy BC has had the opportunity to train and supervise a university student under the above program. Her main duties were to assist Jean Rasmussen in the various projects she coordinates, specifically Regional and Family Literacy Development.

- **The Grizzlies Foundation** donated 54 Spinoza Bears to more than 50 family literacy programs, four inner city schools and 11 Regional Literacy Coordinators in B.C. A focus group was formed to look at the possibility of designing a series of books and tapes that have a family literacy and environment theme to be used in conjunction with the Spinoza the Bear Project. Literacy BC, the Ministry of the Environment, three Family Literacy Coordinators, three K-3 schoolteachers, the Westcoast Energy Children's Centre, and a representative from the Grizzlies Foundation scheduled a meeting for June, which was cancelled. A tentative date is set for early October.

Advisory Committees

- The International Dyslexia Association (B.C. Branch)
- Early Literacy Parent and Teacher Committee (Vancouver School Board)
- First Call, Spotlight on Children Campaign (Provincial Working Group)
- B.C. Association of Family Resource Programs Year 2000 Conference

6. Assist with the selection process of Regional Coordinators

- ❖ As reported earlier in this document we were involved in the hiring of Christina Patterson and Donna Kane.

You often need to change your plans after you start a project. Did you change, or drop, or add any objectives during the project?
No

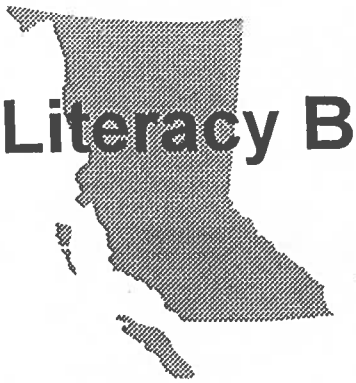
Summary
This past year has been a very productive one for Literacy BC and Regional Literacy Coordinators in the development of provincial and regional partnerships. Inter-sectoral links were made specifically in the field of family literacy development (government, community organizations, school districts, service clubs and business).

There has been increased awareness and support at the provincial and local level. As you can see from this report our focus on partnership development and public awareness in the regions has increased community support and buy-in.

Recommendations:

- To continue to provide consultation, information and support to Regional Literacy Coordinators
- To further assist RLCs with developing community partnerships and planning for the future
- To create greater connectivity with the MAETT's Transitions project.
- To develop guidelines and application form for Special Initiatives Fund
- To further develop partnerships with colleges, school districts, ministries and other community agencies to raise awareness and gain support for regional coordination of literacy services

Appendix 1



Literacy B.C.

622 - 510 West Hastings Street, Vancouver, B.C. V6B 1L8
Phone: (604) 684-0624 • Fax: (604) 684-8520 • Toll free in B.C. 1-800-663-1293
Email: literacy_bc@douglas.bc.ca • WWW: http://www.nald.ca/lbc.htm

September 23, 1998

Greetings everyone,

Over the past two weeks, I have managed to make contact with most of the cost-shared funded family literacy initiatives in B.C. The enclosed **Directory of Family Literacy Programs in B.C. (September 1998)** is as up-to-date as we are able to make it now. If any of the contact information and/or program descriptions in it are incorrect or need revising, please let me know, and we will make the necessary changes. Thank you.

As you work your way through the myriad collection of hand-outs, contact lists and research enclosed, please keep in mind that you are not expected to read it all in a couple of weeks, or even a couple of months. My intention is to send you a "starter kit" for your programs. Over the next year, I will be adding to your collection.

Please make note of what you have received in this package, and, if you are missing any articles, please let me know. (A list of all articles is enclosed).

I have also enclosed a paper written by Dr. Margie Mayfield tilted, *"Family Literacy: A Global Perspective."* Dr. Mayfield has kindly agreed to lead an on-line discussion later this fall.

Enjoy all the reading material! I will be in touch again soon.

Sincerely,

Jean Rasmussen,
Family Literacy Coordinator
g:\word\jean\famlit\sep98pkg.doc

users\jean\famlit\09pkgLST.doc

List of material enclosed in September 23, 1998 Family Literacy Mailing

Literacy B.C. Moving Notice

Food Tips – 8 sheets (*Consumers Association of Canada*)

Directory of Family Literacy Programs in B.C. (Compiled by Literacy B.C.)

Family Literacy Lasts (*The Basic Skills Agency)*

Organizations with an Interest in Families

Family Literacy Programs: A Global Perspective

Early Childhood Education in Hong Kong

Parent Participation in literacy learning (from *The Reading Teacher, Feb. 1995)*

Parents as Volunteers

TRANSITION magazine – Index of Articles

PUBLICATIONS – The Vanier Institute of the Family

Family Support Programs: Neighbourhood Programs Helping Families (Mayfield)

Why Kids Can't Read (*Maclean's magazine, September 7, 1998*)

Helping Parents HelpTheir Children Become Literate *(Nancy Mavrogenes)*

Learners in Action *(MCL Newsletter, August 1998)*

Learning to Read and Write: Developmentally Appropriate Practices for Young Children

Designing and Conducting Family Literacy Programs that Account for Racial, Ethnic, Religious and other Cultural Differences

Peer tutoring and paired reading: combining two powerful techniques

Family Literacy: The Message of Homespun

.../2

New in Alberta – A Provincial Centre for Family Literacy (one-page article)

FAMILY (2-page article from *Owl Canadian Family*)

How I Developed my Kindergarten Book Backpack Program *(Lynn E. Cohen)*

Family Literacy Dissemination Project: *(Skage and Thomas)*

EARLY CHILDHOOD *(article from The Reading Teacher, March 1998)*

Hug-a-Book: A Program to Nurture a Young Child's Love of Books and Reading

A Framework for Literacy in Saskatchewan: Best Program Practices (Draft)

Extended Learning with family theme nights (article *from Reading Today, 1995)*

Professional Resources (one page article *from Reading Today, 1998)*

Appendix 2

LiteracyBC

January 1999

Dear Colleagues,

Family Literacy Day, January 27th is fast approaching! To assist you in preparing and building some support and awareness for your program and this special day – we have included some "stuff" that hopefully will help.

In all of your promotion for January 27th, it is important to remember to give Honda Canada credit and acknowledgement for the leadership they have taken in support of Family Literacy in Canada.

Now for the goodies! Enclosed you will find the following:

- buttons/bookmarks
- multiple copies of our newsletter
- facts on Family Literacy, if you need more, just call and we will get them out to you ASAP, or use these to photocopy more.
- facts on Literacy B.C.
- a copy of our letter to your mayor. You may want to call and follow up
- a list of suggested activities for January 27th
- a contact sheet which includes your program, mayor, Starbucks store and Honda dealer in your community (where applicable). Be sure to touch base with them.

We will be sending a poster and a colorful Family Literacy Tips brochure, as soon as they arrive.

Be sure to call if you have any questions or concerns. And . . . enjoy! This is a wonderful opportunity to build support and awareness of all the fabulous work you are doing.

And, if you read the enclosed newsletter you'll notice that a wonderful gift from the Grizzlies Foundation will be on its way to the family literacy programs shortly. "Spinoza" is a very special bear and I am sure will be a great addition to your program.

Sincerely,

Jean Rasmussen
Provincial Family Literacy Project Coordinator

601-510 West Hastings Street, Vancouver BC V6B 1L8 Telephone: (604) **684-0624** Facsimile: (604) **684-8520**
Toll free in BC: **1-800-663-1293** e-mail: literacy_bc@douglas.bc.ca Internet: www.nald.ca/lbc.htm
Federal Charities Number: 12846-0334-RR0001

Appendix 3

Revised September 1999

REGIONAL LITERACY COORDINATORS

CAPILANO REGION

Jean Bennett
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Lynda Sampson
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Home: (604) 892-9095
Work: (604) 892-5322
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EAST KOOTENAY REGION

Leona Gadsby
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V0A 1K0
Courier address: 1735 - 8th Avenue

Home: (250) 342-8681
Work: (250) 342-3210
Fax: (250) 342-9221
Email: lgadsby@rockies.net

NEW CALEDONIA REGION

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Prince George, B.C.,
V2N 1P8

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Fax: (250) 964-6828
Email: phph@mag-net.com

NORTH ISLAND/MALASPINA REGIONS

Christina Patterson
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Duncan, B.C.
V9L 5W6

Work: (250) 746-3565
Fax: (250) 338-9974 (CALLS)
Email: pattersc@mala.bc.ca

NORTHERN LIGHTS REGION

Donna Kane
Northern Lights College
Dawson Creek Campus
11401 - 8th Street
Dawson Creek, B.C.
V1G 4G2

Home: (250) 843-7061
Work: (250) 784-7613
Fax: (250) 782-5233
Email: dkane@nlc.bc.ca

NORTHWEST REGION

Dee McRae
c/o Northwest Community College
Houston Link to Learning
3221 - 14th Avenue
Houston, B.C. V0J 1Z0

NWCC: (250) 845-7266
Fax: (250) 845-3521

OKANAGAN REGION

Maureen Stephens
379 Park Avenue
Kelowna, B.C.
V1Y 5P9

Home: (250) 860-5992
College: (250) 862-5488 Ext. 4244
Fax: (250) 862-5432
Email: mstephens@silk.net

SELKIRK REGION

Jennifer Cliff-Marks
601 - 9th Avenue NW
Nakusp, B.C.
V0G 1R0
Mailing address
Box 923
Nakusp, B.C. V0G 1R0

Home: (250) 265-4193
Home fax: (250) 265-4195
Email: jcliff-marks@hubcap.mlnet.com

Appendix 4

Capilano College

2055 Purcell Way
North Vancouver
British Columbia
Canada V7J 3H5
Tel (604) 986-1911
Fax (604) 984-4985

July 6, 1999

Literacy BC
Jean Rasmussen
601 - 510 West Hastings St.
Vancouver, BC
V6B 1L8

RECEIVED JUL 12 1999

(604) 684-0624

Dear Jean;

We wish to thank you for your most important contribution to the Youth Community Action Program in the pilot year of 1998 / 1999.

To ensure that all of the Youth participants receive their hard-earned and valuable tuition credits, we would request that you carefully review your records for the following information;

- ☐ completed Youth Application form,
- ☐ completed Sponsor Application form,
- ☐ completed Time Sheets for Youth volunteers,
- ☐ have submitted an official letter of Youth hours completed (to be forwarded by Capilano College to the Ministry for credit redemption),
- ☐ completed Project Sponsor / Youth Agreement,
- ☐ completed Capilano College / Project Sponsor Agreement,
- ☐ Sponsor Certificate enclosed in this mailing.

Please confirm to Vikki Van Weert by fax (604) 990-7866, that the above information has been completed and received in the Youth Community Action office at Capilano College.

Cordially

Vikki Van Weert

Youth Community Action Program
(604) 990-7866 ext. 7869
vvanweer@capcollege.bc.ca

Attach.

YOUTH COMMUNITY ACTION

COMMUNITY WORK EXPERIENCE
AND CREDIT FOR
POST-SECONDARY TUITION FEES

Youth Community Action
YOUTHOPTIONS BC
1-877-BC-Youth

Thank You!

Thank you for participating in Youth Community Action and for providing an opportunity for youth to become involved in your community organization. Your support is appreciated.

Literacy BC
PROJECT SPONSOR NAME

Capilano College
HOST AGENCY

May 21, 1999
DATE

Glen Clark
GLEN CLARK
PREMIER AND MINISTER RESPONSIBLE FOR YOUTH

ANDREW PETTER, MINISTER OF
ADVANCED EDUCATION, TRAINING AND TECHNOLOGY

BRITISH COLUMBIA
Premier's Youth Office
Ministry of Advanced Education,
Training and Technology

QP 450000594

Appendix 5

Youth Community Action - Host Agency Contact List

REGION	HOST NAME/ADDRESS	CONTACT NAME	PHONE & FAX	E-MAIL ADDRESS
North Island	The John Howard Society of North Island #16-1480 Elm Street Campbell River BC V9W 3A6	Rob Grant Program Manager	PH: 250-286-6929 FX: 250-286-3137	youth@island.net
South Island	Greater Victoria Volunteer Society #211 - 620 View Street Victoria BC V8W 1J6	Alan Currie Executive Director	PH: 250-386-2269 FX: 250-386-2279	volvic@volunteervictoria.bc.ca
Vancouver	The Vancouver East Community Skills Connection Suite 206, 2555 Commercial Drive Vancouver BC V5N 4C1	Steve Boyce, Chair Kathy Coyne	PH: 604-606-6550 FX: 604-879-6437	kcoyne@vanc.csc.bc.ca
Vancouver South	United Chinese Community Enrichment Services Society 5836 Fraser Street Vancouver BC V5W 2Z5	Neville To Program Director	PH: 604-324-8817 FX: 604-321-1955	nevilleto@hotmail.com
Surrey	Nisha Family and Children's Services Society #3 - 10318 E. Whalley Ring Road Surrey BC V3T 4H4	Laurie Birdsall Director	PH: 604-951-4821 FX: 604-951-1393	mailbox1@nisha.org
Burnaby/North Vancouver	YWCA of Vancouver #113 - 255 West 1st Street North Vancouver BC V7M 3G8	Jody Watt Program Director	PH: 604-984-7630 FX: 604-984-7112	jody2@rocketmail.com
Fraser Valley	United Way of the Central Fraser Valley #303-32071 South Fraser Way Abbotsford BC V2T 1W3	Ken Becotte Executive Director	PH: 604-852-1234 FX: 604-852-2316	uwfv@uniserve.com
Coquitlam	The Greater Coquitlam Volunteer Centre Suite E, 927 Burnette Avenue Coquitlam BC V3K 1C8	Linda Western Executive Director	PH: 604-524-9808 FX: 604-524-1150	volunteers@xl.ca
Okanagan	Kelowna Community Resources & Crisis Centre Society #120-1735 Dolphin Avenue Kelowna BC V1Y 8A6	Deanna Notte Employment Services Manager Patrick Reber Executive Director	PH: 250-763-8008 FX: 250-763-7608	kcr2@silk.net reber@silk.net

Host Agency Contact List cont'd

South Cariboo/ Shuswap	The Kamloops Community Volunteer Service Society 645 Victoria Street Kamloops BC V2C 2B3	Judy Neilsen Executive Director	PH: 250-372-8313 FX: 250-372-8314	n/a yet
Cariboo and North	CTM Contract Training and Marketing Society 6th floor, 1483 Douglas Street Victoria BC V8W 3K4	Nancy Sly Executive Director	PH: 250-413-4415 FX: 250-413-4463	nsly@ctms.org
East and West Kootenays	Canadian Mental Health Association for the East Kootenay 39 - 13th Avenue South Cranbrook BC V1C 2V4	Janice Bradshaw Executive Director	PH: 250-426-5222 FX: 250-426-2134	cmhaek@cyberlink.bc.ca
Northeast	Obair Economic Society 901B - 103rd Avenue Dawson Creek BC V1G 2G4	Beth Wilson Manager	PH: 250-782-2628 FX: 250-782-2628	bewilson@pris.bc.ca
Northwest	Morice Community Skills Centre Society 3221 West 14th Street, PO Box 278 Houston BC V0J 1Z0	Brenda Allen Manager	PH: 250-845-5934 FX: 250-845-5938	brenda_allen@csc.bc.ca
Sectoral	British Columbia Museums Association 514 Government Street Victoria BC V8V 4X4	James B. Hamilton Executive Director	PH: 250-387-3315 FX: 250-387-1251	BCMA@MuseumsAssn.bc.ca
Sectoral	CTM Contract Training and Marketing Society 6th floor, 1483 Douglas Street Victoria BC V8W 3K4	Nancy Sly Executive Director	PH: 250-413-4415 FX: 250-413-4463	nsly@ctms.org

Cariboo and North - (35)
Williams Lake, Quesnel, Prince George, McKenzie, Burns Lake

Kootenays (East & West)- (30)
Cranbrook, Kimberley, Fernie, Golden, Nelson, Trail, Grand Forks, Castlegar, Nakusp

Northeast - (20)
Chetwynd, Tumbler Ridge, Dawson Creek, Fort St. John, Fort Nelson

Northwest - (25)
Houston, Smithers, Hazelton, Kitimat, Terrace, Prince Rupert, Queen Charlotte Islands

1) **Sectoral** - (100 province wide) BC Museums Association
2) **Sectoral** - (100) Contract Training and Marketing Society (in partnership with Capilano College and BC Literacy Association; 70 in Lower Mainland/Sunshine Coast/Fraser Valley; 30 in non-urban areas yet to be determined.

YOUTH COMMUNITY ACTION
Backgrounder

Premier's Youth Office
Ministry of Advanced Education, Training and Technology

- Youth Community Action is the latest program offered under the umbrella of Youth Options B.C.

- It is an innovative one-year pilot program to:
  - strengthen communities,
  - help youth gain work skills,
  - increase access to education.

- Youth Options B.C. also includes a three year tuition fee freeze, expansion of post-secondary spaces, and a range of employment and training programs including hands-on work protecting the environment, jobs in science and technology, summer employment work with crown corporations and help for youth staring their own business or looking for their first job.

What is Youth Community Action?

- This innovative **PILOT PROGRAM** is the latest of 12 programs offered under the umbrella of **Youth Options B.C.** and will provide 1,000 youth, aged 15 - 24, job experience and credit for post-secondary tuition fees. The goals of the program are:
  - to increase the number of youth who complete their studies with work experience,
  - to encourage high school completion and pursuit of post-secondary education and training.
  - to increase the affordability of post-secondary studies,
  - to increase access to career-relevant work experience opportunities,
  - to increase opportunities for youth to develop community service and leadership skills,
  - to leave a legacy of community enhancements in areas related to community development, culture, heritage, literacy, recreation and community safety.

- The program benefits youth in two ways: by allowing them to earn credit — at an equivalent of $8 per hour and up to a total of $2,400, or one full year of studies — that can be applied toward their post-secondary tuition fees. Also, the program allows youth to reap the benefit of gaining valuable work experience. Program operations begin in June 1998 with the majority of placements occurring in the fall and winter of 1998 - 1999.

- The community work experience opportunities will range from a minimum 100 hours ($800) to a maximum of 300 hours ($2,400). Credits will be redeemable at British Columbia post-secondary education and training institutions for tuition costs.

- The provincial government is investing $3.4 million this year towards the Youth Community Action Program.

BRITISH COLUMBIA

YOUTH COMMUNITY ACTION
Information for the LITERACY SECTOR placements
Host Agency, Capilano College
Information and Registration number at Capilano College is: 990-7847

Capilano College is the host agency for LITERACY SECTOR initiatives. Literacy is defined as: ***the ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.*** Eligible program participants will be involved with helping the community in various ways and will be encouraged to develop some of their own initiatives in consultation with program staff.

Orientation and Training

- Participants will be required to take part in training / orientation sessions to learn about adult literacy in general as well as to prepare for placement work.

Volunteer activities may include the following possibilities:

- Direct tutoring of adults in subject areas: reading, writing, math, science, computer or social studies
- Literacy program support work such as: newsletters, special event plans, learner recruitment, needs assessments, program research and evaluation, creation of learning materials, organization of field trips, etc.
- Participants may work in teams or individually.

Types of literacy programs looking for volunteer help:

- Workforce education (forest workers, hospitals, union education programs, etc.)
- Community literacy programs (inner city, First Nations, French language, etc.)
- Non-profit organizations (corrections, adults with disabilities, etc.)
- College and School District programs (structured classrooms, computer assisted, one-to-one, group, etc.)

Skills and knowledge which may be attained by youth volunteers:

- Literacy tutoring methods
- Communication skills
- Leadership
- Mentorship
- Program management
- Curriculum design
- Event planning
- Understanding of adult literacy and associated issues

Placements in this sector would be excellent experience for youth either planning to enter or already in programs such as:

- Education
- Adult and Higher Education
- Social work
- Educational Administration
- Volunteer Management
- Counseling or Psychology
- Linguistics

Ministry questions re: project management call Georgia Brown, 986-1911 loc 3431

Capilano College

2055 Purcell Way
North Vancouver
British Columbia
Canada V7J 3H5
Tel (604) 986-1911
Fax (604) 984-4985

Youth Community Action
Agreement between Capilano College and Project Sponsor

Thank you for participating as a Youth Community Action Sponsor in the Literacy Sector, hosted by Capilano College. The Youth Community Action program is intended to provide a valuable contribution to our community and give youth an opportunity to gain work experience and earn tuition credits to help pay for the cost of post-secondary education. This agreement outlines the responsibilities of _____, the Project Sponsor and the support it can expect from Capilano College, the Host Agency.

1) This agreement confirms that the Project Sponsor:

- is a non-profit organisation or publicly funded institution.
- agrees to appoint a qualified staff person as Supervisor to ensure that the terms of the project are met.
- agrees to provide appropriate orientation and training for the Youth Participant.
- agrees to involve staff of Capilano College in supporting the youth to achieve success in the project.
- will provide adequate liability insurance to cover Youth Participants at all time
- will provide clear goals and demonstrable community benefits.
- will commit to co-develop, with Capilano College, opportunities to increase the youths' teamwork, communication skills and leadership skills.
- will identify mentorship opportunities between existing staff and potential Youth Participants.
- will provide a written job description for the Youth Participant, including hours and length of work.
- will provide monthly reports to Capilano College.
- will participate in the selection process of a Youth Participant and is responsible for the final selection.
- will complete a criminal records check on any staff working directly with a Youth Participant under the age of 19.
- does not have any outstanding claims with the Employment Standard or Human Rights Branch.

2) This agreement confirms that Capilano College, the Host Agency, will:

- advertise for and provide initial screening of potential Youth Participants.
- consult with the Project Sponsor and the Youth Participant regarding work activities, conflict resolution, etc.)

Youth Community Action
Agreement between Capilano College and Project Sponsor

3) Duration of the Contract
The Project Sponsor will provide a volunteer opportunity for a Youth Participant from

_____ to _____

for _____hours per week, for a total of _____hours.

4) Costs
Capilano College will not be responsible for any costs associated with the Youth Participants' activities.

5) Administration
Capilano College is responsible for supporting Youth Participants and Project Sponsors to achieve a successful outcome through site visits and advice to both Youth Participants and the Project Sponsor.

Capilano College will respond in a timely and effective manner when assistance is required by the Project Sponsor.

This agreement has been reached on _____(date) between

Capilano College
2055 Purcell Way
North Vancouver, BC V7J 3H5

_____
print name

_____
Signature

and

_____
Organisation name

_____
Address

_____

_____
print name

_____
Signature

Capilano College

2055 Purcell Way
North Vancouver
British Columbia
Canada V7J 3H5
Tel (604) 986-1911
Fax (604) 984-4985

Capilano College
Youth Community Action
(Literacy Sector)

Agreement between_____Project Sponsor and

_____Youth Participant

The parties agree to a work experience placement for this Youth Participant with the Project Sponsor with the following terms and conditions:

Youth Participant Schedule and Duties

Schedule

The Youth Participant, _____agrees to perform duties as assigned by _____,Supervisor for _____the Project Sponsor.

They agree to the following schedule:

Start Date:_____End Date: _____

Weekly Schedule

Days:_____

Hours:_____

Total Hours for contract:_____

The schedule may be changed, if both parties agree. The new schedule must be written and signed by both parties. A copy of the new schedule must be sent to Georgia Brown, Foundations Initiatives, Capilano College. The Youth Participant agrees to perform the assigned duties according to the dates and times outlined. The Youth Participant is expected to attend unless ill. The Youth Participant is responsible for contacting the Project Sponsor to notify of an absence. No volunteer credits will be given for time missed.

If less than the total project hours are completed by the participant, the participant will receive not tuition credits. **No credit will be given for partially completed hours of service** until the total commitment of hours has been completed. In a case where the sponsor agency terminates the agreement prior to the completion of the contracted hours, without any wrong doing from the participant, Capilano College will make arrangements to complete the project hours with another sponsor.

Supervision

The Youth Participant agrees to work under the supervision of the Project Sponsor and the Project Sponsor agrees to supervise the Youth Participant at all times during project participation. The Participant agrees to follow the Project Sponsor's rules and all applicable safety regulations.

Georgia Brown phone 986-1911 loc. 3431 fax 984-1718
Patty Bossort phone 986-1911 loc. 3007 fax 984-1718
Foundations Initiatives Department

Capilano College
Youth Community Action
(Literacy Sector)

The Youth Participant will be given a Youth Community Action T-shirt and will be encouraged to wear these while working. The T-shirt is an indication that the Youth belongs to a province-wide youth group.

Site Safety Orientation
The Project Sponsor will provide site and work safety training for the Youth Participant and will not permit the Youth Participant to perform any duties without all appropriate safety equipment.

Transportation
The Youth Participant (and/or parents or guardians) are solely responsible for the participant's transportation to and from the work site.

Worker's Compensation Act Injury
Youth Participants in a work project at a standard work site are covered by Worker's Compensation through Capilano College.

Notice of Injury
If the participant is injured, the Project Sponsor will report the incident to Capilano College immediately by contacting either:

Georgia Brown (ph: 986-1911 loc. 3431 fx: 984-1718)
or
Patty Bossort (ph: 986-1911 loc. 3007 fx: 984-1718)

Duties
The Youth Participant and the Project Sponsor agree to the following list of duties for the Youth Participant:

_____

_____

_____

_____

_____

_____

These duties will be performed at the following location:

_____

Georgia Brown phone 986-1911 loc. 3431 fax 984-1718
Patty Bossort phone 986-1911 loc. 3007 fax 984-1718
Foundations Initiatives Department

Capilano College
Youth Community Action
(Literacy Sector)

Project Sponsor and Youth Participant Agreement

The parties who have signed below agree to the terms and conditions of this agreement. ***Failure to meet these obligations can result in the participant being dismissed from the project.***

Name of Project Sponsor (organisation): _____

Name of Project Supervisor : _____

Address: _____

City: _____

Phone: _____ Fax: _____ E-Mail: _____

and

Name of Youth Participant: _____

Address: _____

City: _____

Phone: _____ Fax: _____ E-Mail: _____

Name of Parent or Guardian_____
(if Youth Participant is under 19 years of age)

_____

_____

Address & Phone (if different from above)

The terms of the agreement will be in effect from:

_____ _____
Start Date End Date

_____ _____
Signature of Project Sponsor Date

_____ _____
Signature of Project Participant Date

_____ _____
Signature of Parent or Guardian Date

Student Participant has received $_____ for YCA program assistance (transportation, supplies, etc.) and a T-shirt.

_____ _____
Signature of Project Participant Date

Georgia Brown phone 986-1911 loc. 3431 fax 984-1718
Patty Bossort phone 986-1911 loc. 3007 fax 984-1718
Foundations Initiatives Department

Capilano College - Youth Community Action
Expectations for Youth Participants

- Sign a contract that commits you to a minimum of 100 hours of work and a maximum of 300 hours of work over a semester.

- Complete the entire number of hours contracted or lose all credits (a maximum of two sick days is allowed).

- Treat your work experience as you would 'work'.

- Participate in the following:
  * Training and Orientation Sessions
  * Monitoring, Reporting and Evaluation Activities
  * Regional or other activities planned such as Career and Education Planning Workshops, completion events, etc.

- Show up at the Work Experience Placement for the hours contracted.

- Work with sponsoring organization and Capilano College Faculty:
  * To establish a 'job description' including a schedule of activities with goals and objectives.
  * With a positive and constructive attitude.

- Provide your own transportation to and from the work site.

- Organize your own childcare arrangements.

Note: Some financial support is available for participants to cover transportation and placement related supplies.

Youth Community Action Program
Final Report

By Rhonda Gaidica
2925 East 1st. Ave.
Vancouver, B.C. V5M 1B1
(604) 254-3363
Date: June 3, 1999
For: Vikki Van Weert
Re: Youth Community Action Volunteer Student Placement
Location: Literacy BC
601-510 West Hastings Street
Vancouver, BC V6B 1L8
604 684-0624
Start Date: October 19, 1998
Finish Date: June 3, 1999

Working at Literacy BC, as project assistant to Jean Rasmussen, has been a valuable learning experience in many ways. Under her supervision I have been able to develop numerous skills, as well as gain a greater awareness of literacy issues in B.C.
The fast-paced office environment at Literacy BC has also been a valuable learning opportunity, as my previous jobs have all been concentrated in retail or the hospitality industry.

My overall experience at Literacy BC has been a positive and highly rewarding one. It has been a pleasure working with such a dynamic group of individuals and I will be sorry to leave. I am grateful to have had the opportunity to expand my skills and to work in a professional environment such as Literacy BC.

The office and clerical skills I have acquired in this position will be useful in my career of choice, which is editing. And, none the less important, I have earned enough tuition credits to finance my studies at Simon Fraser University.

I would certainly recommend the Youth Community Action Program to other students, as the benefit of gaining career-relevant work experience is invaluable. The following is a summary of my duties and the skills gained working for Literacy BC:

Job Responsibilities:
Filing, notetaking, editing, memo writing, research, telephone work, faxing, photocopying, posting information in the BC Electronic Network and Conferencing System, mailing resources to the literacy field, assisting with the library resources, shelving books and circulation, collating materials, preparation of information kits.

Assisted in the Following Projects:
Provincial Family Literacy Development
Provincial Regional Literacy Coordination
1999 Family Literacy Summer Institute
BC Electronic Network and Conferencing System
Peter Gzowski Invitational (PGI)
Information and Referral Services

Examples of Specific Tasks:
- Prepared information kits for distribution to the literacy field, business and other community organizations
- Participated in a forum hosted by Starbucks to promote literacy awareness among their employees
- Involved in the preparation for National Family Literacy Day
- Tabulated 1999 Family Literacy Summer Institute Survey results and recorded comments
- Collated information and resources to be mailed to Family and Regional Literacy Coordinators across B.C.

Acquired Hard Skills
Learned how to use:
- Athena Software for Literacy BC's resource library
- BC Electronic Network and Conferencing System
- Computer - Windows 98 Software
- Fax machine
- Photocopier
- Postal Meter

Acquired Soft Skills
- Organizational
- Community Service
- Team building
- Interpersonal
- Adaptability/Flexibility
- Communication (Listening, Writing, Speaking, reading as it relates to specialized information)
- Problem solving
- Analyzing information

Youth Community Action Program
Final Report

By: May Chan
2878 Oxford Street
Vancouver, B.C. V5K 1N6
(604) 253-9603

Date: June 22, 1999
For: Vikki Van Weert
Re: Youth Community Action Volunteer Student Placement
Location: Literacy BC
601-510 West Hastings Street
Vancouver, BC V6B 1L8
(604) 684-0624
Start Date: March 5, 1999
Finish Date: June 11, 1999

My employment at Literacy BC under the Youth Options Program has proven to be a fruitful and educational experience.

I applied for the position of "Part-time Library Assistant" because, according to the job description posted at UBC's School of Library, Information, and Archival Studies, the responsibilities listed bore direct relevance to my studies. The flexible scheduling was also an attractive consideration, especially for a student. What appealed to me most was the variety of responsibilities entailed with the position; I felt that the position would provide a significant experience of what managing a special library for a non-profit organization involves.

Broadly speaking, my work at Literacy BC falls into three major categories:

- Collection Maintenance
- Cataloguing
- Referencing

Collection Maintenance

This is an ongoing activity. Many practices and activities are involved in maintaining the collection. Collection maintenance involves working with the physical holdings and various automated systems. In addition, it involves keeping in mind and deciding what practices are best for survival of the collection.

Physical Holdings

Shelving and shelf-reading (i.e. taking inventory) are the more regular tasks in terms of working with physical holdings. These activities ensure that resources can be located when needed. I have also initiated a project on reorganizing the shelves completely to maximize the use of space in the library. Because the library as a physical facility is a relatively new feature of the organization and not much has been done to indicate how the room is best used, I have had to create signage and labels for the room.

Automated Systems

Athena

Athena is the automated system that handles circulation and cataloguing of the library's materials. Having a very user-friendly interface, it wasn't hard to learn. Circulation involves recording check-ins, check-outs, reserves, overdues, and building a patron list. Backups of the database are performed regularly. Keeping inventory is necessary not so much to track borrowed items, but to track how the library is being used. Determined by the parameters of the software, reports and statistics are generated monthly.

Outlook

Outlook is a web-based network that allows a consortium of libraries to form an interlibrary loan service. I received training over the phone from Library Services of the Ministry of Municipal Affairs and Housing on how to maneuver through the system. Since then, I have been checking for possible requests daily. As well, I am responsible for adding records (based on new holdings) to this consortium of databases on a quarterly basis.

QuERI

Langara College has agreed to house records denoting B.C. cost-shared projects. Currently, I am involved in laying the groundwork on which a more systematic and formal transfer of records to the College can be possible. So far, the process has mainly involved communicating with and providing necessary information to Langara.

Policies and Procedures

From the beginning of my employment at Literacy BC, it has been clear that certain policies and procedures need to be written to establish some guiding parameters around which patrons and the staff can operate with the best interests of the collection in mind. Although I have not actually written any under the Youth Options Program, I have opportunities to record observations and evaluate what I believe is necessary for the library. To date, the policies and procedures needed should address how books are to be reshelved, define borrowers' privileges, and provide guidance to collection development.

Cataloguing

Cataloguing new resources has been very challenging. Every item represents a unique problem to be solved. There are two approaches: copy cataloguing and original cataloguing. Copy cataloguing requires locating an existing record for a particular item housed on another database. My usual sources include Alpha Ontario's catalogue, VPL, Outlook, and/or CIP (if available and sufficient). If I cannot locate a record, original cataloguing (building a record from scratch) is the only other alternative. Either approach requires me to make decisions that tailor the record to this organization's unique needs. In terms of detail, this library catalogues up to level 2 (AACR2) in MARC.

Cataloguing involves not only building a unique record, but also assigning useful subject headings and call numbers. The cataloguing tools provided at Literacy BC include the Anglo-American Cataloguing Rules (2nd edition, 1998 revision), Dewey Decimal Classification 21, Library of Congress Subject Headings (20th edition), the Canadian Literacy Thesaurus (2nd edition), a guide to MARC coding, and an Library of Congress cutter table. The cataloguing process is long and tedious, requiring much attention to detail and accuracy and constant evaluation of the record's usefulness to the organization's needs.

The physical processing of a resource also involves preparing it for loan. Processing can happen at any stage of the cataloguing process. It mainly involves applying and reinforcing a bar code number and a call number. If an item is delicately bound, it requires further reinforcement.

Referencing

Providing and recommending information to the staff and the general public involves doing internal and external research. Internal research, that is finding relevant material in the organization's collection, includes searching on Athena, preparing bibliographies with particular subject focuses, and locating and delivering specifically requested items. Fruits of internal research also take the form of writing annotations for Literacy BC's newsletter. Much external research is carried out over the Internet. Information I look for includes bibliographic records, directory/contact information, articles, current and upcoming literacy events, and reviews for new resources. External requests for information come in person, by phone, by fax, through email, and through the electronic conferencing network Literacy BC is a part of (using FirstClass software).

What I Have Learned

In addition to learning the skills required to fulfill the responsibilities described above, there are some skills and attitudes that I have had to acquire unexpectedly and quickly in order to be optimally helpful to the organization.

In terms of skill, a striking thing that comes to mind is being able to operate and problem-solve within a variety of technology related situations. This reinforced the idea that flexibility and willingness to learn new things are essential mindsets in the working world.

Learning to be proficient with various communicative mediums (e.g. phone, fax, letters, memos, electronic conferencing, staff meetings) was also challenging. Good communication and mutual consultation within the office was also something I learned to value. I found it necessary to be aware of what people (including myself) know and didn't know, that communication needs to be ongoing (so as to help everyone to get on the same side of things) and is not something to be deferred. It is good to ask questions! Paying attention to others and keeping the channels clear encouraged me to look at myself as being a part of a team. This attitude of helping out and pitching in where needed is particularly important to an organization as small this one.

Another thing that this work experience helped me to consider was project management. I found myself working through a number of varied tasks of both short and long-term duration. Multi-tasking, prioritizing, and consistently following a work plan were time management skills crucial to the fulfillment of tasks. Project management is not limited only to completing tasks, however. To me, it also means leaving room to create and consider new projects to undertake as the situation sees fit. Thus, I found that keeping a proactive attitude in my work important to not only defining my role, but also evaluating constantly the information needs of Literacy BC.

The training and learning gained from working at Literacy BC has far exceeded my expectations. My experience has both confirmed and changed certain ideas and values I have had about the working world. I highly recommend my position to future library school students. The nature of this organization allows for a dynamic range of library/information activities that makes the position a unique opportunity and challenge.

Appendix 5

1998-1999
MONTHLY ACTIVITY REPORT
REGIONAL LITERACY COORDINATORS

ACTIVITY	# OF PEOPLE	HOURS
1. Contact with people in literacy field: - Practitioners - volunteers - learners - others		
2. Contact with government agencies/staff:		
3. Contact with community organizations/groups:		
4. Professional development: planning, organizing publicizing, facilitating, coordinating, evaluating		
5. Mentoring learner(s):		
6. Ordering materials for the Resource Collection:		
7. FirstClass (Electronic Network Project):		
8. Project Administration: - conference calls with regional coordinators - meetings - report writing		
9. Research (including reading)		
10. Partnership building Cost-shared grant consultation		
TOTAL:	_____	_____

Appendix 6

PROGRESS REPORT
FAMILY LITERACY CONSULTING SERVICES
September 1998 - January 15, 1999
by Barbara Bate
April 19, 1999

The Progress Report includes information on five work assignments conducted during the above time. The assignments are described by city, date, participant numbers, contact person and a description of the workshop as requested by that person. An Information Package is included for each workshop. The package contains where possible agendas, evaluation results, correspondence, thanks you's and other information pertinent to the workshops. Note that while I can forward workshops evaluations, further activity resulting from the workshops should be reported by Regional Coordinators and Literacy BC staff who are in contact with each other.

I received $450 x 5 assignments for a total salary of $2250. Travel expenses were additional costs and they varyed by location. A brief summary of each trip is provided next. This is followed by personal reflections on further work needed to stablize family literacy in BC.

CITIES VISITED

Williams Lake, BC	**Sept. 25, 1998**	**35 participants**	**Bill MacDonald***
Victoria, BC	**Oct. 23, 1998**	**36 participants**	**Melanie Austin***
Kamloops, BC	**Nov. 25, 1998**	**13 participants**	**JanSeedhouse***
Kelowna, BC	**Nov. 26, 1998**	**11 participants**	**Maureen Stephens***
Cranbrook, BC	**Jan. 15, 1999**	**17 participants**	**Leona Gadsby***

WORKSHOP SUMMARIES

Williams Lake, Sept. 25/98
Workshop: Developing and Sustaining Family Literacy Programs
35 Participants
Contact Person: Bill MacDonald, Regional Coord.

This was an all day workshop with 35 participants. They represented many surrounding communities including Likely, Nemiah Valley, 150 Mile House, Riske Creek, Alkali Lake, and Williams Lake. I enjoyed the warm, receptive group: teachers, parents, learners, community members, teachers (elementary, high school) a principal, an education coordinator, librarians, college instructors, childcare workers. A significant number of First Nations people were ~~were~~ among the above. Bill set the stage for the day with the IALS Report. My workshop then focussed on the key steps of developing a family literacy program which will lead to its sustainability. The presentation included such topics as advisory committees, partnerships, networking, planning, fundraising and evaluation. I believe the presentation generated interest in family literacy program development and that Bill and Debbie Demer will be a great asset to participants who wish to become involved in the movement. See Info Package for details of workshop.

Victoria, Oct. 23/98
ConferenceL Family Literacy: Literacy for Life
Esquimalt Secondary School,
Workshop I Family Literacy: What Is It and Why Is It Important 10:30 - 11:45
Workshop II Families in Motion: A Model Family Literacy Program 12:30 - 1:45
26 Participants

This workshop was attended by ~~20~~ 26 enthusiastic people most of whom were teachers (elementary, secondary) and early childhood educators from Victoria to Nanaimo. The presentation included a broad overview of family literacy including its history, research, models, partnerships and BC's. family literacy network. Family literacy is still in beginning stages in Victoria but it's obvious that momentum is picking up. Workshop II was attended by 16 people, some of whom were repeats from the a.m. session. This workshop focused on Chilliwack's Families in Motion program, describing its development from beginning to present with reference to the secrets of sustainability when developing new programs. Both workshops were an excellent opportunity to bring family literacy to public school and early childhood educators who while interested in the topic continue to have difficulty understanding their role. They see their responsibility from K-12 only!

Because of a contact in the afternoon workshop, I received an invitation to speak at a PD Day (Family Literacy Day Jan. 27) in the Nanaimo School District. No formal evaluation was done on these workshops by the conference organizers, however, comments from Melanie Austin are attached. See the Info Package for details.

Kamloops, November 25/98
Family Literacy
North Shore Health Unit
13 Participants

This workshop took the format of an introduction to family literacy including the who, what, why, as well as resources and network available in BC and Canada. Also, the group took the opportunity to look at what existed in Kamloops and what was needed. The participants included early childhood educators, college instructors, Laubach staff, First Nation's administrators, and others. Prior to the workshop, family literacy activity in Kamloops wasn't well known to those of us in family literacy work. Fortunately, workshop discussion revealed an active, collaborative program had been operating there for many years. Now those program organizers are linked to a family literacy committee in Kamloops, and the committee is linked to the provincial movement. At the end of the workshop, the group agreed to meet again in Dec. to learn what other family literacy type programs were offered in Kamloops and where the gaps are. Jan will once again take the lead in this. I think this was a valuable workshop for family literacy development in Kamloops. This was a small but dynamic diverse group who I expect will persue plans for further family literacy development in Kamloops. See Info Package for details of workshop

Kelowna, November 26/98
Family Literacy Information Workshop
Kelowna Art Gallery
11 Participants

This was a meeting of the Okanagan family literacy people. All are involved in programs in Kelowna, Penticton, and Salmon Arm areas either as coordinators, staff or advisory committee members. I was invited to attend and informally discuss the issues of partnership building, fundraising, lobbying, and advisory committees. It was impossible to attend to all topics in the time allowed, so discussion focussed on the major issues faced by program personnel. Basically, we talked about advisory committees and fundraising. I listened to their problems and responded based on local, provincial and national experience. Still, I felt it wasn't enough. It was a frank and open discussion, but one can only share techniques which worked for others. It is impossible to translate that into success for any one group. They have to take the message and make it happen for themselves. I trust the Okanagan group will do this perhaps through the help of another resource person. This group I felt was the first to reach total frustration over no outside funding plan to support their work in Year Three. The combination of fatigue, no clear direction and lack of funding support will snuff out family literacy programs in record time. I credit Maureen as usual with structuring the meeting in a way that brings the "big stuff" out hard and fast. Kelowna I think is a test case. See Info Package for details of workshop

Cranbrook, BC, January 14/15, 1999
Family Literacy Workshop in the East Kootenays
College of the Rockies
9:00 to 4:00pm
17 Participants

This was to be another informal workshop. I was asked to address family literacy and the provincial perspective, effective family literacy adult program modules (info I brought from Vicki Grieve), and sustaining existing family literacy programs. I also left Leona and Jennifer with notes on family literacy issues in general, for their next day's discussion. This was a responsive group and one full of energy. They represented two regions (East/West Kootenays) and approximately 10 communities. I spent time assuring them that the provincial movement was "taking off" and hoping to be in a position to assist them as best it could with the resources available. We talked about a provincial consortium of sorts to support long term funding for family literacy programs. These folks are entrepreneurs and I expect they will somehow survive the lact of government funding as their programs move into Year Three. The fact that they have the leadership of Leona and Jennifer will serve them well as they continue to develop programs. Nancy gave an excellent presentation in the afternoon describing her adult program. See Info Package for details of workshop.

SAVING FAMILY LITERACY
REFLECTIONS ON THE FUTURE OF FAMILY LITERACY IN BC
YEAR 1999/2000

If family literacy is to survive beyond the development stage, decision makers and power brokers must consider what it will take to make that happen. Some thoughts on the subject...

1. Few family literacy programs will survive unless corporate funding is made available to match funds raised by progams at the community level.

2. Without such support, program developers will soon tire, loose enthusiasm, and ultimately the support of the advisory committees they worked so hard to build.

3. Since community groups receive federal funding for literacy programs and colleges and school districts receive provincial funding for literacy programs, perhaps Literacy BC should shift more of its focus to Family Literacy work.

4. Unlike general literacy, family literacy has No ongoing support past year two unless that suppport is raised through local efforts.

5. Unlike most general literacy practioners, family literacy practitioners build their programs, partnerships and enrollments from scratch. It takes a huge effort to build a family literacy program. To not offer some support past the second year of programming, is a damning comment on the value placed on family literacy work. This is especially true if people understand the long term impact of family literacy as an enhancer of skills, strengths, knowledge and participation of families.

6. How to achieve all of the above? Provide funding for a full time provincial family literacy coordinator and support that person in their effort to meet the goals and objectives as outlined in Literacy BC's Provincial Family Literacy Development Cost-shared Proposal

7. Having read their proposal, I fully support the objectives, thinking the future of family literacy rests here. Clearly, the regions cannot do it alone. They have already developed programs beyond the call of duty. I truly hope that others see the merit of building Literacy BC into a strong central clearinghouse which supports the work of regional and urban family literacy programs.

FAMILY LITERACY WORKSHOP
WILLIAMS LAKE, BC
SEPTEMBER 25, 1998

AGENDA

Morning:

9:30 Welcome and Introduction to Family Literacy

10:00 Developing and Sustaining Family Literacy Programs

12:00 Lunch

Afternoon

1:00 Video: Families in Motion (Chilliwack program)

1:30 Small Group Discussions by Community
- a) Need for family literacy program?
- b) Potential family literacy community partners?
- c) Possible family literacy programs?
- d) Community resources to support a program?

2:45 Report Back

3:30 Adjourn

Name	Community	Role at Workshop
Mary-Jean Koster	Canoe Creek Band	Education Coordinator
Colleen Schmidt	Cariboo Library Network	Learner / Agency
Wendy Hamblin	100 mile House Library	learner / agency
Carol Bernstein	100 Mile House Library	learner / agency
Marina Sjokvist	Williams Lk library	learner / agency
Lil Mack	" " "	" "
Simon Moses	Williams Lake	Parent, small business
Karen Allison	" "	UCC
Sheila Ramsay	150 Mile House	UCC
Mary Madden	Williams Lake	UCC - literacy instructo
Cindy Outhouse	Likely	Childcare Worker - Preschool
Nadene Guiltner	Likely	PRIMARY TEACHER
Lionel Guiltner	Likely	TEACHER ASSIST & VOLUNTEER
Janis Ulrich	Likely	Community Librarian & TOC
Jenny TANNER	Likely	PARENT
Laurita Geddert	Likely	Intermediate Teacher
Matt Myers	Alkali Lake	High School Teacher
Felicia Michel	Alkali Lake	Kindergarten Teacher
Sabel Ferguson	Alkali Lake	Primary (1-3) Teacher
Laine Colgate	Alkali Lake	Principal
Loretta Weisgart	alkali Lake	Community Member
Vicki Robbins	Alkali Lake	Intermediate Teacher
Eileen Dickie	Nemiah Valley	principal
Terry Dickie	Nemiah Valley	School Librarian / T.A.
Dana M. Kohlman	Nemiah Valley	Husband of Teacher
L Kohlman	Nemiah Teacher	Teacher
Joan Geelbrecht	Nemiah Valley	Teacher (Learner)
Ken Heales	Nemiah Valley	Teacher
Susie Lulua	Xeni Gwetin (Nemiah Valley)	Parent

Barb

- What a great day. You left us with so much of a clear direction

Thank you so much

Bill

Debbie

Enid Caithro	100 Mile House	learner / parent
DEBRA OSTRANDER	108 MILE RANCH	learner / parent
Bill McDonald	Williams Lake.	Literacy BC / learner
Mabel Paul	Alkali Lake	parent
Barbara Chelsea	Alkali Lakes	parent/grandparent/Spec Educ T/P.
DEBBIE DEMARE	WILLIAMS LAKE	VCC (college)
Lorraine Jasper	Riske Creek	Parent / teacher
ERN. JOSEPH	WLK.	PARENT / LEARNER

Oct. 5/98

RECEIVED OCT 1 5 1998

Hi Jean,

I was going to collate the enclosed comments on Barb's workshop but I am typing challenged. So, if you want to do that, be my guest. At any rate, please pass these comments on to Barb. Also enclosed is a list of the participants.

Please note the the communities from which they came. to put it in perspective, we drew from about 20,000 sq.miles

It was a great day and a great starting point for things to come, I hope.

See you in Nov.

Take care,

Bill

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.
Stats at beginning effective for wider context.
Clear statement of: principles
procedures.
specific examples.

2. The materials/video shared on family literacy programs.
Good, clear, informative overheads.
Great to hear participants' stories/experiences - Video (more closeups needed).
Would have liked more response from children, too.

3. The strategies given for developing and sustaining family literacy programs.
Yes. The main messages were:
— each community has special needs
— partnerships are essential, desirable
Focus on family literacy leads to community development

6. The usefulness of the community group discussions
Excellent. Lots of good, creative, possible ideas emerged. Something important has changed.
Ideas were born.

5. Your interest in helping to develop a family literacy program.
I work with adults in community based programs. We will expand the concept

6. Other Comments
Muffins or doughnuts for snacks would be appreciated.
Lunch was great!

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

VERY INFORMATIVE. INGENUITIVE.

2. The materials/video shared on family literacy programs.

VERY THOUGHT PROVOKING

3. The strategies given for developing and sustaining family literacy programs.

TIME APPROPRIATE AND VERY USEFUL

6. The usefulness of the community group discussions

IDEAL. THESE WILL BE VERY EFFECTIVE IN THE CHANGES TO COME

5. Your interest in helping to develop a family literacy program.

TEACHING AND TARGETING YOUTH;
DEVELOPING AND PROVIDING ANSWERS TO THEIR "QUESTION MARKS" / TALKING THEIR LANGUAGE ETC.

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop. - missed the a.m. Good afternoon, though.

2. The materials/video shared on family literacy programs. Interesting to hear what learners have to say.

3. The strategies given for developing and sustaining family literacy programs.

6. The usefulness of the community group discussions Helpful in acquainting ourselves with each other & what can be done. Good for the beginning of networking.

5. Your interest in helping to develop a family literacy program. Very interested & feel that the library should play a role in any of programs - either through personnel or resource development.

6. Other Comments

- A tutor's workshop? / An agency gathering?
- More PR?

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop. Good

2. The materials/video shared on family literacy programs.

helpful & inspiring

3. The strategies given for developing and sustaining family literacy programs.

Seem ambitious for a community this size — but you never know!

6. The usefulness of the community group discussions

Crucial, if you want to get anything off the ground

5. Your interest in helping to develop a family literacy program.

Yes, we'll talk... we have links through the library.

6. Other Comments Thank you.

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

Good. Need more. Liked overview by Bill in the A.M.

2. The materials/video shared on family literacy programs.

Excellent - good to see a model program that works, nice to hear 'Best Practices'

3. The strategies given for developing and sustaining family literacy programs.

Bang on. Only hope is that the pressure to run a program doesn't intercede with planning process.

6. The usefulness of the community group discussions

Good to get different perspectives from different literacy related agencies.

5. Your interest in helping to develop a family literacy program.

High!

6. Other Comments

Suggestions for other presenters on the topic? Need more awareness & info disseminated re at School Districts.

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

good. I feel I learned a lot about the family lit workshop.

2. The materials/video shared on family literacy programs.

True stories about the benefits.

3. The strategies given for developing and sustaining family literacy programs.

only time will tell, the ideas were enlightning.

6. The usefulness of the community group discussions

we could talk for hours.

5. Your interest in helping to develop a family literacy program,

YES in my community, on business literacy

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

- OK but not very exciting - turn things around - show us what it is first - excite us, then go on with the lists, structure

2. The materials/video shared on family literacy programs.

- video replicated what was said in the presentation
- it was good to hear from parents but I'd like to have seen more of what it was

3. The strategies given for developing and sustaining family literacy programs.

Very helpful - obviously the focus of the workshop

6. The usefulness of the community group discussions

- good time use - good to have instructor circulating

5. Your interest in helping to develop a family literacy program.

- primary teacher with a desire to better prepare students for school

6. Other Comments

Thanks ☺

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

- a little long in the discussion of how the program is organized.

2. The materials/video shared on family literacy programs.

- video was a little unclear. It would have been better to see the program in action rather than just hear it talked about.

3. The strategies given for developing and sustaining family literacy programs.

6. The usefulness of the community group discussions

- very useful

5. Your interest in helping to develop a family literacy program.

- high

6. Other Comments

We received some good ideas to try out in our community.

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

I think the video should have come after the intro to show more what the model was & then go into the discussion of how to develop the program.

2. The materials/video shared on family literacy programs.

I would like to see more actual time of what happened during the sessions of the literacy program.

3. The strategies given for developing and sustaining family literacy programs.

Very well layed out, ~~but~~ but didn't seem practical for a small rural first nations community with very limited financial resources.

6. The usefulness of the community group discussions

- the best part.

5. Your interest in helping to develop a family literacy program.

- very interested

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

It was very good organization. The way you present the workshop kept me here until it was over. I was planning to leave at lunch.

2. The materials/video shared on family literacy programs.

The video was very interesting about discussion of different people. Preschool Teacher, Co-ordinator etc....

3. The strategies given for developing and sustaining family literacy programs.

It was alot of information and very useful

6. The usefulness of the community group discussions

It was intersting to talk about the need of the community Literacy Program. The need for in the First Nation is very high.

5. Your interest in helping to develop a family literacy program.

My interest in helping, is by planning it with the committee.

6. Other Comments

I enjoyed the workshop.

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

GOOD ORGANIZATION

2. The materials/video shared on family literacy programs.

INFORMATIVE, INTERESTING,

3. The strategies given for developing and sustaining family literacy programs.

VERY DETAILED

6. The usefulness of the community group discussions

GREAT, I REALLY REALIZED THE STRENGTHS EVERYONE POSSESSES.

5. Your interest in helping to develop a family literacy program.

VERY INTERESTED, I WILL DO EVERYTHING I CAN TO START THE PROGRAM.

6. Other Comments

GOOD TURNOUT, IT WAS GREAT TO SEE ALL THE MALES!

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

very organized

2. The materials/video shared on family literacy programs.

- colorful slides.
- I am thankful I was not asked to open that huge "A Family Literacy kit". Distracts from listening.

3. The strategies given for developing and sustaining family literacy programs.

- very practical
- small bits on each overhead

6. The usefulness of the community group discussions

- very useful
- could address our own needs.

5. Your interest in helping to develop a family literacy program.

- very interested in helping.
but not directing or starting it up.

6. Other Comments

The opening speaker provided a hook as to why I should stay + hear it out. (with stats + colorful slides)

Family literacy" has broadened my thots on literacy. (1) Awareness

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop. I appreciated Bills opening presentation. Can-Had a so much to say and so much wanted to grasp as much as I could but one can only sit for so long without a break. More frequent breaks, play or varied activities even optional.

2. The materials/video shared on family literacy programs. Well done why were the majority of students first nation when you said there was excellent. What are we having a follow-up?

3. The strategies given for developing and sustaining family literacy programs.

6. The usefulness of the community group discussions

Unfortunately we didn't have enough time to break from community groups & mixed groups & we interact with others (outside our small group circles)

5. Your interest in helping to develop a family literacy program. Depending on the form it takes - regional or community - based?

6. Other Comments

Any follow-up?

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

very informative, laid back & organized

2. The materials/video shared on family literacy programs.

materials - good - very informative
video - somewhat good.

3. The strategies given for developing and sustaining family literacy programs.

very interesting & good.

6. The usefulness of the community group discussions

very useful sharing ideas

5. Your interest in helping to develop a family literacy program.

very interested in this program for my community.

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

good

2. The materials/video shared on family literacy programs.

- materials look informative
- missed the video: sorry!

3. The strategies given for developing and sustaining family literacy programs.

- excellent, looking forward to using the format

6. The usefulness of the community group discussions

- very good.

5. Your interest in helping to develop a family literacy program.

- I am very interested, as my community is in need of setting a program like family literacy. I just didn't know how to begin. Now I have a starting point.

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

Good

2. The materials/video shared on family literacy programs.

Good

3. The strategies given for developing and sustaining family literacy programs.

Good.

6. The usefulness of the community group discussions

Good.

5. Your interest in helping to develop a family literacy program.

I am very interested.

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop. Good

2. The materials/video shared on family literacy programs. Interesting.

3. The strategies given for developing and sustaining family literacy programs.

Good

6. The usefulness of the community group discussions

very helpful

5. Your interest in helping to develop a family literacy program.

yes

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

Well done! I would have liked to see some more time spent on why we should ~~of~~ rather than actual set-up.

2. The materials/video shared on family literacy programs.

Some more print would have been good.

3. The strategies given for developing and sustaining family literacy programs.

Excellent.

6. The usefulness of the community group discussions

Very

5. Your interest in helping to develop a family literacy program.

high

6. Other Comments

More smelly felts.

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

Good!

2. The materials/video shared on family literacy programs.

Helpful

3. The strategies given for developing and sustaining family literacy programs.

Good ideas

6. The usefulness of the community group discussions

Good

5. Your interest in helping to develop a family literacy program.

Lots! As a teacher, my job would be easier if all parents realized the importance of literacy and it would be an excellent support system for everyone involved

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

- Good!!

2. The materials/video shared on family literacy programs.

- Good.

3. The strategies given for developing and sustaining family literacy programs.

Good, a lot of good ideas and suggestions.

6. The usefulness of the community group discussions

Good., many ideas were discussed.

5. Your interest in helping to develop a family literacy program.

Yes, I can help/assist in doing a program. I love reading

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

Good

2. The materials/video shared on family literacy programs.

fine

3. The strategies given for developing and sustaining family literacy programs.

very informative.

6. The usefulness of the community group discussions

quite.

5. Your interest in helping to develop a family literacy program.

interested.

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

- I thought the w.s. was well organized, very informative but light (it flowed - and didn't tax the brain)

2. The materials/video shared on family literacy programs.

Good

3. The strategies given for developing and sustaining family literacy programs.

The strategies for developing & sustaining literacy programs are excellent - mainly because the principles behind the strategies can be applied to any size prog you are able the form and operate.

6. The usefulness of the community group discussions

The brain-storming was terrific, it gives us an overview of exactly what our community need.

5. Your interest in helping to develop a family literacy program.

6. Other Comments

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

- fast and breezy
- allowed time for sharing

2. The materials/video shared on family literacy programs.

- helpful
- real life

3. The strategies given for developing and sustaining family literacy programs.

helpful, thought provoking

6. The usefulness of the community group discussions

excellent; the group I was in became well planned

5. Your interest in helping to develop a family literacy program.

very much so.

6. Other Comments

Thank you for coming and sharing your time.

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

Great. Lots of smiles. Great effort on making everyone feel equal. Eg// No strangers only friends in room.

2. The materials/video shared on family literacy programs.

Graphs were very informative
Chilliwack experiences (great learning stories)

3. The strategies given for developing and sustaining family literacy programs.

strategies were straight forward and easy to comprehend.

6. The usefulness of the community group discussions

Very useful!

5. Your interest in helping to develop a family literacy program.

Very interested & eager.

6. Other Comments

Thank you for the great day.
Very empowering

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.
as usual - could use more time.
but could done with what was available.

2. The materials/video shared on family literacy programs.
- liked seeing 'real' people (unscripted?)
- made me feel I could do this too.

3. The strategies given for developing and sustaining family literacy programs.
- thank you for giving contact names and ph #s!

6. The usefulness of the community group discussions
excellent - enthusiasm was contagious

5. Your interest in helping to develop a family literacy program.
very interested!!

6. Other Comments
Well done! + Thank you!

FAMILY LITERACY WORKSHOP
Williams Lake, BC
Friday, September 25, 1998

EVALUATION

PLEASE COMMENT ON THE FOLLOWING:

1. The organization of the workshop.

A little more time needed for parts of Barb's presentation.

2. The materials/video shared on family literacy programs.

How about that introduction, then show video, then go into all the work and planning needed to bring about this excellent program? Concrete demonstration first, followed by background of necessary organization.

3. The strategies given for developing and sustaining family literacy programs.

Very thorough and helpful.

6. The usefulness of the community group discussions

Very useful

5. Your interest in helping to develop a family literacy program.

Currently involved with books and reading as a librarian. Would like to see it extended it to all families, not just those who already have a tradition of reading and library use.

6. Other Comments

Thank you all. Great workshop.

Appendix 7

Towards A Williams Lake Literacy And Adult Learning Council

Making Literacy A Community Issue

February 4, 1999

Introduction

These notes summarize the discussions, and initial agreements, at a workshop focused on building and strengthening partnerships in the area of literacy and adult learning in Williams Lake. The participants were diverse (see attached participant list). The workshop was sponsored by the Regional Literacy Coordinator, the Community Skills Centre, and the University College.

Looking At The Next Few Years - Possible Directions For Partnerships

A number of possible directions for the next few years emerged out of the discussions, focusing on enhancing services and supports to people with literacy and learning issues.

1. A literacy and adult learning resource centre, providing, for example:

   - learning materials
   - information regarding services and people available
   - training materials and supports for tutors
   - best practice ideas for tutors
   - reports and research studies on literacy and adult learning
   - assessment tools
   - expertise in helping people gain access to the information they need

2. A comunity research project, identifying and listening to people with literacy and adult learning needs and issues

3. A community-wide plan to encourage and motivate people to learn:

- community projects that develop a local culture that values learning
- a supportive network of learners
- supports to help people face their own fears, shame, vulnerabilities, ...
- media stories of successful learners
- increased public awareness of literacy and adult learning issues, interests, and resources
- reduced public negative labelling of people with literacy and adult learning issues
- moving away from "literacy" as a taboo word in the community
- encouraging local professionals (for example: doctors and probation workers) to be literacy and adult learning advocates

4. A literacy and adult learning support system that is coordinated, consistent, and stable:

- ways to bring the diverse players, organizations and individuals, together
- involving learners and service providers
- involving formal and informal support services
- advocacy for more consistent funding from government
- learning constantly from each other about what works
- feeding information into the resource centre
- ensuring that all community resources are well used
- creating easier, and more constant, communication among all of the players

5. A literacy and adult learning support system that is responsive to individual needs and interests, and fully accessible:

- people who just want to learn to read
- people who do not want a formal program
- people who are not ready to make the choice for learning
- people with financial and other barriers
- people from different cultural backgrounds
- people with disabilities

6. A coordinated, volunteer and community based, literacy tutoring service

7. A community plan to reach out to all citizens, encouraging them to learn, and ensuring that they know of the resources available

   - connecting learning with places that people go to on an everyday basis
   - ensuring safe places for people to come and talk about their learning issues
   - helping people identify their learning issues and interests

Looking At The Next 5 Years - Desired Outcomes

Flowing from the discussions about possible directions that community partnerships on literacy and adult learning could pursue, people identified the following desired outcomes at the end of five years.

- A public that is better informed about literacy and adult learning issues, and is proactive in participating in, and encouraging, learning
- Ordinary people able to identify their learning needs, issues, and interests with safety and comfort, and able to gain access to the resources and supports they need
- A literacy and adult learning support service system that is diverse, well coordinated, individually responsive, and affordable
- Easy, one stop, access to information about literacy and adult learning
- A community that values education and learning, takes pride in people's learning accomplishments, and celebrates learning
- A community where literacy and adult learning is seen as essential to people reaching their own potential as individuals, workers, family members, and citizens

- A community where literacy is seen to include verbal, mathematical, physical, social, and artistic competencies and enjoyments

Priorities For The Next Six Months

There was initial agreement regarding four priorities [1] for the next six months. Partnerships, partnership agreements, and action plans will be created around each of the four priorities. The expectation is that further priorities, actions, and partnerships will emerge later out of the concrete steps agreed upon.

1. A coordinated, volunteer and community based, literacy tutoring service, to be in place by September 1

   Partners: University College
   Learning Disabilities Association
   Rotary

   Coordinator: Mary Madden

2. A literacy and adult learning resource centre, to be located at the new library

   Partners: Library

   Coordinator: Lil Mack

[1] Two other priorities identified were: developing media stories of successful learners, and creating a process to listen to what learners and potential learners want, to meet their needs and interests.

3. An inventory of the formal and informal services currently available for literacy and adult learning, potentially to be carried out over the summer with students [2]

Partners: C.M.H.A.

Coordinator: Seth Tschierschwitz

4. A follow up community planning workshop, to be held in the Fall, to review the accomplishments to date, move forward in identifying further priorities, and begin the process of creating a Williams Lake Literacy and Adult Learning Council

Partners: Bill McDonald
Mary Madden
Debbie DeMare
Lil Mack

Coordinator: Bill McDonald

Next Steps

The immediate next steps include:

- Circulation of the report from the day's discussions to all of the participants, and others concerned with literacy and adult learning issues
- Invitations to other potential organizations and individuals to become involved in the working partnerships around the four priorities.

[2] This might also be an opportunity to further identify some of the issues and barriers facing adult learners.

Appendix 8

Focus on...News from British Columbia

The Regional Coordination Project Continues...

Literacy BC has continued to provide consultation, information and support for nine regional coordinators, who are winding up activity in their regions and preparing for another busy year...Here are some highlights from four of the regions.

Donna Kane, Regional Coordinator for the Northern Lights region, says the key activity there is a better communication network between the eight campus areas with the development of a literacy website (www.nlc.bc.ca/literacy), a group e-mail address and a conference site on The Hub (Literacy BC's FirstClass conferencing system). Also key, says Donna, is the development of new partnerships with school districts, libraries and aboriginal groups.

Regional coordinators and friends meet in Vancouver.

In the Cariboo, Regional Coordinator ***Bill McDonald*** says, " the big event is the creation of the Partnership in Learning Centre in Williams Lake. This will be a community based literacy service for any adult in the area with literacy issues. It will deliver a free one to one tutoring service. The centre is the result of a partnership with the local Rotary Club, University College of the Cariboo, Williams Lake Public Library, the Learning Disabilities Association and the Canadian Mental Health Association. A key event in bringing this all together was a workshop on forming partnerships presented by Gavin Perryman in February. Also important was raising the profile of literacy as a community issue over the last year or so."

From Malaspina/North Island, ***Christina Patterson*** reports: One activity in my region in the past six months has been the workshops Kate Nonesuch and I have delivered. We've been in Courtenay, Cowichan and Powell River with 25 to 40 literacy instructors, tutors, tutor coordinators and program managers at each session. Kate does her "Never Fail Writing Method" and I do "Physical Learning". The workshops have been well received. People are taking this information back into their learning settings and trying to incorporate some o the teachings. Participants have included local school district personnel, ABE instructors and tutors from Malaspina and North Island College, community adult learning centres, workplace education centres, and Nativ adult learning programs. These workshops give peopl an opportunity to meet each other and hear what other people are doing.

And, from the Selkirk region, ***Jennifer Cliff-Marks*** sends news of some exciting recen activity in the area of professional development, which she would like to pass on to PD trainers. Margaret Read McDonald, a storyteller and writer from Washington state, recently gave a workshop on storytelling anc family literacy in Grand Fork followed by a family literacy event the next day, which wa a huge success. The workshop was well attended and very well received.

Appendix 9

Bill Mack's notes

LITERACY

The Problem:

- One quarter of the adult population have a "great difficulty" reading. They can't read warnings or instructions, can't fill out forms. How do we train or re-train these people? How do we even reach them? (At least most of this group, at Level 1, are aware they have a problem, but many try to hide it, few know where to go for help, and there is very little help available in any case);
- Another one quarter read, but not well. They can only deal with fairly simple material, clearly laid out. (Many at this level don't recognize their limitations);
- The Cariboo has one of the lowest levels of education in B.C.;
- The prevalent literacy problems severely limit the employability and trainability of our labour force and reduce the attractiveness of this region to investors, for that reason;
- The Federal government has both reduced its funding and restricted its use;
- Short-term, project based funding is inefficient and largely ineffective, with no continuity or follow-up. Material is developed, but not used; programs are designed but not implemented. Too much time is wasted fund-raising rather than spent delivering programs;
- Literacy problems tend to be passed on from one generation to the next and they contribute to numerous health and other social problems.

The Opportunity :

- Literacy B.C. is already in place, well established;
- Service clubs have offered financial assistance;
- There is a considerable amount of good, but unconsolidated poorly recorded and largely inaccessible, resource material that has been developed;
- Volunteer groups have a cadre of enthusiastic but untrained tutors, waiting to be called upon;
- Most regions have some limited 'literacy co-ordination', under funded and overly constrained.

The Proposal :

Addressing literacy problems requires a long-term commitment.

A modest budget increase for Regional Co-ordination would mean a substantial investment in human resource development. As a long-term commitment, it will:

- Allow for continuity and progression, not for discrete, unrelated and unco-ordinated projects.
- Support an efficient use of centralized resources (at Literacy B.C.) For:
  - a collection and sharing of resource materials
  - a clearing-house of information on programs (what is available, what works, etc.)
  - support for regional co-ordinators, financially and professionally
  - acting as catalyst for community literacy partnerships
  - providing province-wide public education to reduce the stigma of "illiteracy" and direct people (including employers) to appropriate programs

1998-99 Funding

BC	-$100,000
Canada	-$100,000

This is the total Government contribution to Literacy BC operating costs.

On an annual, project basis the funding for Regional Co-ordination is $32,000 to Literacy BC and $157,500 to the 9 Regions ($17,500 each).

For 1999-2000 Canada will not contribute to Regional Co-ordination.

RECOMMENDATION:

BC increase its funding for Regional Co-ordination to $300,000 per year for a 10 year period. (We need our co-ordinators to be co-ordinating literacy activities, not organizing bake sales).

Monday, September 13, 1999 5:42:51 PM
Message

From: Bill McDonald

Subject: Economic Summit Summary

To: Jean Rasmussen

Hi Jean

Nice talking to you. You sound rushed off your feet.

Site of the Cariboo summary is http://www.cariboosummit.gov.bc.ca/summary/workshop_4.htm.

Take care

Bill

Premier's Summit on Economic Opportunity for the Cariboo-Chilcotin

Workshop #4: Education and Training

Comments on discussion paper and/or other issues to be considered

- Cariboo-Chilcotin is worse than most rural areas with regard to high school completion — Why?
  - drop out to go to work
  - high schools are not easily accessible — distance (boarding or bussing)
- Not just a rural issue — urban problem as well
- Changing attitude and culture is a key (i.e. searching for a job is not the only choice)
- Need to establish the social norm that going to school is good (reality-based — that the outcomes are important to youth- not just theoretical)
- Post-secondary is already required — it's not just coming, it's here, for most new employment
- Leadership is needed to make the opportunities available to youth in the Cariboo/Chilcotin given the requirement for post-secondary training
- Vocational training emphasis is lacking — a third option is needed:
  - Post secondary
  - Work
  - "3rd option"
- Teacher training to recognize abuse
- Don't need to reinvent the wheel — e.g. Head start re: changing the culture/attitude towards education and training
- Reading/math recovery program for Grade 1 is an approach — one-on-one — "preventative"
- Use local resources for building education infrastructure (lowest bid and fair wage policies are a barrier to this happening)
- Need realistic responses to rural geographical challenges:
  - make schools attractive for students
  - make further opportunities clear — where they can go after high school
- Continue to support secondary school apprenticeship and career preparation programs
- Too much bureaucratic work for teachers
- Create a positive environment for older workers and adults needing training — "life-long learning"
- Develop partnerships to meet educational and social needs in the community
  - constraints of Ministry/government policies re: building schools in the community by those living in the community
- Need to help youth to connect the dots from K-12 to post-secondary training to work
- Four lines (silos) of provincial bureaucracy in education and training

K-12 Post-secondary Skills ITAC
(Need a Cariboo snake fence to link them)

- Need to concentrate on the things that focus students on the future e.g. CAPP. Purpose is good, but kids don't buy it. Not a tool, but a chore. Connect more to the community and business.

Brainstorming Topics

(Note: Topic # beside the topics below refer to priority that was later placed on that topic)

- More creativity to provide work/career opportunities for youth (Topic #1)
- Incentives for business to hire youth locally (Topic #1)
- Develop partnerships — a dedicated resource needed (Who?) (Topic #2)
- Expand partnership model of Quesnel to the other three Cariboo-Chilcotin communities (Topic #2)
- Education and training issues for women e.g. apprenticeships, harassment training
- Support of community infrastructure around education (Topic #3)
- One-stop shopping for all learners within a learning environment (traditional and non-traditional styles together) (Topic #3)
- Strategic investments in training linked to economic development (Topic #4)
- Physical infrastructure required to carry out learning in a friendly environment (Topic #3)
- Identify gaps in funding and level the playing field (eliminate phases — moved "off line" to MAETT)
- Revisit the school system — be more creative to meet local needs
- Address literacy issues — co-ordination and augment (Topic #5) (9 votes)
- Transition of youth into the workforce (Topic #1)
- Support post-secondary education council proposal (Quesnel) (Topic #2)
- Career programs for youth to try the labour market (Topic #1)
- Linking local jobs to infrastructure development (Topic #4)
- SDD RFP process — moved "off line" to MAETT

1. Strategies for Youth (15 votes)

   a. Transition of youth in the workforce
   b. Career programs for youth to try the labour market
   c. More creativity to work/career opportunities for youth
   d. Incentives for business to hire youth locally

2. Supporting and/or creating partnerships for delivery of education and training (11 votes)

   a. Support post-secondary education council (Quesnel) proposal to
   b. Develop partnerships — a dedicated resource needed (Who?)
   c. Partnership model for all of Cariboo-Chilcotin

3. Supportive community infrastructure to promote education and training (11 votes)

   a. One-stop shopping for all learners within a learning environment
   b. Support of community infrastructure around education
   c. Physical infrastructure required to carry out learning in a friendly environment

4. Strategic education and training investments to support regional economic development (14 votes)

   a. Strategic investments in training linked to economic development
   b. Linking local jobs to infrastructure development

Action Plan Screen (to be used when developing the action plans)

Strategies to address issues of under-represented groups:

- women
- visible minorities
- disabled
- aboriginal

Action plans

Action Plan — Topic #1 — Youth strategies — Improved career preparation and training for youth

1. Develop a Career Technical Centre in the region with a proposal developed by Fall 1999 and implementation by Fall 2000. School Districts 27 and 28 responsible.

2. CAPP and Career Preparation Summit in Cariboo-Chilcotin by Fall 1999 with implementation in the Fall of 2000. School Districts 27 and 28 responsible. Honourable Paul Ramsey committed to attend.

CAPP

- employer expectations
- references (Abbotsford, Prince George, Kamloops, Nanaimo)

a) Action — Career Technical Centre > can draw from all schools

Time: Fall 1999 — proposal in the Fall of 2000
Grade 10 completion — enroll for Grades 11/12
Responsible: School Districts 27 and 28

b) Action — CAPP and Career Prep Summit for improvements

Time: Fall 1999 — revisions implemented by Fall 2000
Responsible: School Districts 27 and 28 — Honourable Paul Ramsey to attend
Include service providers: high risk component

c) Action — Expand Youth Community Action to community

Time: Fall 2000

Responsible: Honourable Andrew Petter, Honourable Paul Ramsey, Premier's Youth Office
(Expand availability for student financing)

d) Action — Access to student loans for part-time and short-term programs

Time: Fall 2000
Responsible: Provincial government

3. Expand YCA program to include employers

Time: Fall 2000 for implementation
Responsible: Honourable Paul Ramsey, Honourable Andrew Petter, Premier's Youth Office

4. Expand availability for student financing particularly for short-term and part-time training

Time: Fall 2000 for implementation
Responsible: Provincial government

Action Plan — Topic #2 — Supporting and/or creating partnerships for delivery of education and training

1. Establish councils in the four sub-regions of the Cariboo-Chilcotin (all the partners in education and training in the community)

Lead: as they emerge in each community

2. Support for further action as determined by the Quesnel "Program and Needs Study"

Lead: N.C.P.S. Council

3. Partnership coordinator in each sub-region

Lead: as they emerge in each community

Present Status

Elements of Post Secondary Councils already exist:

- Quesnel — Continued support and recognition of a Post-secondary Education Council to develop co-ordinated services with view to a joint facility
- Expressed interest in other communities for increased partnerships to improve quality of service as well as provide for economy of scale
- Carrier-Chilcotin Tribal Council support development of partnerships and accompanying facility development.

Ongoing Opportunities

- Many partnerships of an informal nature are resulting in positive outcomes (see background paper)
- Communities are looking to Partnership Model (Quesnel) as a possible vehicle for coordination (see attached)
- In Quesnel, a study is looking at increased need for programming and a realignment of facilities to provide for learning environment (campus). This would allow for the creation of a learning culture not in evidence today
- Northern Injured Workers Rehabilitation Centre would mean a reallocation of WCB resources in order that those workers could remain in the North

- In other communities, such as 100 Mile House, councils are actively addressing this issue
- Campus establishment results in increased economic development

Barriers

- Increased partnerships may result in new facilities being required; thus, capital expenditures
- Present institutions sometimes may need to have primary allegiance to their parent organization, rather than the community

Specific Action

- Opportunities for other communities to examine the concept of post-secondary education councils
- Support for further actions as determined by Quesnel's "Program and Needs Study"
- Partnership Co-ordinator available for each community to advance partnerships and congruent projects (see related goal) and measure impact on economy
- Support for campus development throughout the Cariboo is critical

Responsible Partners

- School District 28
- School District 27
- University of Northern British Columbia
- University College of the Cariboo
- College of New Caledonia
- Open Learning Agency
- Human Resources Development Canada
- Cariboo Tribal Council
- Carrier Chilcotin Tribal Council
- Tsilhqot'in National Government
- Alkali Lake Band
- High Bar Band
- Industry, Training and Apprenticeship Commission
- Community Skills Centres
- Comprehensive Youth Centre
- Grow Centre
- City of Quesnel
- City of Williams Lake
- District of 100 Mile House
- Cariboo Regional District
- Ministry of Education
- Ministry of Advanced Education, Training and Technology

Attachments

1. Backgrounder for the Premier's Summit on Economic Opportunity, Cariboo-Chilcotin

2. 1999/2000 Community Infrastructure and Economic Strategy

3. Quesnel Post-Secondary Process Development Synopsis

4. CNC Quesnel — Snapshot

5. Northern Injured Workers Rehabilitation Centre proposal

Action Plan — Topic #3 — Supportive community infrastructure to promote education and training

Improving Community Infrastructure

Establish Community Education Councils in four subregions (covered in Topic #2 Action Plan).

Proposed agenda items for the Councils:

- needs assessment for communities in Cariboo-Chilcotin
- assess existing facilities and determine improvements required
- business plan developed to bring partners together (ministries, agencies, training centres) — capital funding may be needed

All communities in the Cariboo-Chilcotin need safe, secure, welcoming facilities to provide educational services to learners.

- A Community Education Council should be established in each community

Lead: as they emerge in each community

a) Council should be as widely representative of the community as possible

b) The Community Education Council should identify the needs and potential benefits specific to the community and region served. This assessment should identify elementary/secondary/post-secondary/training needs and other educational support services

c) Following this needs assessment, the Community Education Council should assess existing facilities and determine improvements and additional infrastructure required

d) Community Education Council should develop a business plan to meet the needs identified. All potential partners such as government ministries and agencies as well as corporate/private sector sponsors should be identified and contacted

e) Capital funding may well be necessary to provide infrastructure and improvements as identified by the Community Education Council

Action Plan — Topic #4 — Strategic education and training investments to support economic development

Strategic Investments

- Providers challenged to regularly survey business and industry etc. (employers) for needs and trends in the labour market
- Government and colleges to increase capacity for education and training in value-added (see attached action plan)

A.

I. Colleges be challenged to regularly survey communities to determine current educational needs and trends of local business and industry and to develop programs to meet those needs.

II. Increase capacity of training facilities in the following areas:

1. Value-added wood manufacturing
2. Tourism — outdoor recreation, ecotourism
3. Hi-tech operations, networking, etc. (support people)
4. Other areas as needs are identified

B.

I. Linking local jobs to infrastructure development

In public capital projects, the government should require 20 per cent+ of the labour to be a training component. The contractor must partner with a local training institution to facilitate the education component.

Rationale: Local people in rural areas need training and jobs. In the acceptance of tendering, consideration should be given to the local economic situation.

- 20 per cent of labour should be a training component in capital projects
- Government should give consideration to local economic conditions in the tendering process

Action Plan — Topic #5 — Strategy to address low literacy rates

Literacy and Early Childhood Education

1. Augment and enhance L.t.B.C.

- develop and strengthen partnerships between ministries
- Health, Advanced Education, Education, Children and Families,
- Federal departments like HRDC, INAC
- develop and strengthen partnerships with the private sector
- public education: "Youth not alone" — it's O.K., there's help
- coordination of information, materials and programs

2. Augment and enhance regional co-ordination

- develop lead partnerships
- government, public institutions, industry, volunteer groups, etc.
- provide training, interests and program ideas to partners
- bring partners and clients together, employers in one-on-one tutoring
- deliver and encourage co-ordinated but diverse delivery

3. Early Childhood Education

- with parental involvement

Sources: Education, Advanced Education, Health, industry, Social Services, Children and Families, etc. (Education impacts all — all could contribute)

General Statement — CAPP conference in the Fall of 2000, Career Technical Centre, financing for part-time learners

#1 Strategy for Youth

#2 Supporting and/or creating partnerships for delivery of education and training

#3 Developing supportive community infrastructure to promote education and training

#4 Strategic education and training investments to support regional economic development

#5 Strategy to address low literacy rates

(two-page document from Bruce Mack inserted here)

LITERACY paper from Bruce Mack

The Problem:

- One quarter of the adult population has a "great difficulty" reading. They can't read warnings or instructions, can't fill out forms. How do we train or re-train these people? How do we even reach them? (At least most of this group, at Level 1, are aware they have a problem, but many try to hide it, few know where to go for help, and there is very little help available in any case);
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Visit the Ministry of Employment and Investment Web site at: www.ei.gov.bc.ca

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This page last updated: August 31, 1999

CARIBOO ECONOMIC ACTION FORUM

BRITISH COLUMBIA

Appendix 10

PROGRESS REPORT
FAMILY LITERACY CONSULTING SERVICES
September 1998 - January 15, 1999
by Barbara Bate
April 19, 1999

The Progress Report includes information on five work assignments conducted during the above time. The assignments are described by city, date, participant numbers, contact person and a description of the workshop as requested by that person. An Information Package is included for each workshop. The package contains where possible agendas, evaluation results, correspondence, thanks you's and other information pertinent to the workshops. Note that while I can forward workshops evaluations, further activity resulting from the workshops should be reported by Regional Coordinators and Literacy BC staff who are in contact with each other.

I received $450 x 5 assignments for a total salary of $2250. Travel expenses were additional costs and they varyed by location. A brief summary of each trip is provided next. This is followed by personal reflections on further work needed to stablize family literacy in BC.

CITIES VISITED

Williams Lake, BC	**Sept. 25, 1998**	**35 participants**	**Bill MacDonald***
Victoria, BC	**Oct. 23, 1998**	**36 participants**	**Melanie Austin***
Kamloops, BC	**Nov. 25, 1998**	**13 participants**	**JanSeedhouse***
Kelowna, BC	**Nov. 26, 1998**	**11 participants**	**Maureen Stephens***
Cranbrook, BC	**Jan. 15, 1999**	**17 participants**	**Leona Gadsby***

WORKSHOP SUMMARIES

Williams Lake, Sept. 25/98
Workshop: Developing and Sustaining Family Literacy Programs
35 Participants
Contact Person: Bill MacDonald, Regional Coord.

This was an all day workshop with 35 participants. They represented many surrounding communities including Likely, Nemiah Valley, 150 Mile House, Riske Creek, Alkali Lake, and Williams Lake. I enjoyed the warm, receptive group: teachers, parents, learners, community members, teachers (elementary, high school) a principal, an education coordinator, librarians, college instructors, childcare workers. A significant number of First Nations people were ~~were~~ among the above. Bill set the stage for the day with the IALS Report. My workshop then focussed on the key steps of developing a family literacy program which will lead to its sustainability. The presentation included such topics as advisory committees, partnerships, networking, planning, fundraising and evaluation. I believe the presentation generated interest in family literacy program development and that Bill and Debbie Demer will be a great asset to participants who wish to become involved in the movement. See Info Package for details of workshop.

Victoria, Oct. 23/98
ConferenceL Family Literacy: Literacy for Life
Esquimalt Secondary School,
Workshop I Family Literacy: What Is It and Why Is It Important 10:30 - 11:45
Workshop II Families in Motion: A Model Family Literacy Program 12:30 - 1:45
26 Participants

This workshop was attended by ~~26~~ 29 enthusiastic people most of whom were teachers (elementary, secondary) and early childhood educators from Victoria to Nanaimo. The presentation included a broad overview of family literacy including its history, research, models, partnerships and BC's family literacy network. Family literacy is still in beginning stages in Victoria but it's obvious that momentum is picking up. Workshop II was attended by 16 people, some of whom were repeats from the a.m. session. This workshop focused on Chilliwack's Families in Motion program, describing its development from beginning to present with reference to the secrets of sustainability when developing new programs. Both workshops were an excellent opportunity to bring family literacy to public school and early childhood educators who while interested in the topic continue to have difficulty understanding their role. They see their responsibility from K-12 only!

Because of a contact in the afternoon workshop, I received an invitation to speak at a PD Day (Family Literacy Day Jan. 27) in the Nanaimo School District. No formal evaluation was done on these workshops by the conference organizers, however, comments from Melanie Austin are attached. See the Info Package for details.

Kamloops, November 25/98
Family Literacy
North Shore Health Unit
13 Participants

This workshop took the format of an introduction to family literacy including the who, what, why, as well as resources and network available in BC and Canada. Also, the group took the opportunity to look at what existed in Kamloops and what was needed. The participants included early childhood educators, college instructors, Laubach staff, First Nation's administrators, and others. Prior to the workshop, family literacy activity in Kamloops wasn't well known to those of us in family literacy work. Fortunately, workshop discussion revealed an active, collaborative program had been operating there for many years. Now those program organizers are linked to a family literacy committee in Kamloops, and the committee is linked to the provincial movement. At the end of the workshop, the group agreed to meet again in Dec. to learn what other family literacy type programs were offered in Kamloops and where the gaps are. Jan will once again take the lead in this. I think this was a valuable workshop for family literacy development in Kamloops. This was a small but dynamic diverse group who I expect will persue plans for further family literacy development in Kamloops. See Info Package for details of workshop

Kelowna, November 26/98
Family Literacy Information Workshop
Kelowna Art Gallery
11 Participants

This was a meeting of the Okanagan family literacy people. All are involved in programs in Kelowna, Penticton, and Salmon Arm areas either as coordinators, staff or advisory committee members. I was invited to attend and informally discuss the issues of partnership building, fundraising, lobbying, and advisory committees. It was impossible to attend to all topics in the time allowed, so discussion focussed on the major issues faced by program personnel. Basically, we talked about advisory committees and fundraising. I listened to their problems and responded based on local, provincial and national experience. Still, I felt it wasn't enough. It was a frank and open discussion, but one can only share techniques which worked for others. It is impossible to translate that into success for any one group. They have to take the message and make it happen for themselves. I trust the Okanagan group will do this perhaps through the help of another resource person. This group I felt was the first to reach total frustration over no outside funding plan to support their work in Year Three. The combination of fatigue, no clear direction and lack of funding support will snuff out family literacy programs in record time. I credit Maureen as usual with structuring the meeting in a way that brings the "big stuff" out hard and fast. Kelowna I think is a test case. See Info Package for details of workshop

Cranbrook, BC, January 14/15, 1999
Family Literacy Workshop in the East Kootenays
College of the Rockies
9:00 to 4:00pm
17 Participants

This was to be another informal workshop. I was asked to address family literacy and the provincial perspective, effective family literacy adult program modules (info I brought from Vicki Grieve), and sustaining existing family literacy programs. I also left Leona and Jennifer with notes on family literacy issues in general, for their next day's discussion. This was a responsive group and one full of energy. They represented two regions (East/West Kootenays) and approximately 10 communities. I spent time assuring them that the provincial movement was "taking off" and hoping to be in a position to assist them as best it could with the resources available. We talked about a provincial consortium of sorts to support long term funding for family literacy programs. These folks are entrepreneurs and I expect they will somehow survive the lact of government funding as their programs move into Year Three. The fact that they have the leadership of Leona and Jennifer will serve them well as they continue to develop programs. Nancy gave an excellent presentation in the afternoon describing her adult program. See Info Package for details of workshop.

SAVING FAMILY LITERACY
REFLECTIONS ON THE FUTURE OF FAMILY LITERACY IN BC
YEAR 1999/2000

If family literacy is to survive beyond the development stage, decision makers and power brokers must consider what it will take to make that happen. Some thoughts on the subject...

1. Few family literacy programs will survive unless corporate funding is made available to match funds raised by progams at the community level.

2. Without such support, program developers will soon tire, loose enthusiasm, and ultimately the support of the advisory committees they worked so hard to build.

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4. Unlike general literacy, family literacy has No ongoing support past year two unless that suppport is raised through local efforts.

5. Unlike most general literacy practioners, family literacy practitioners build their programs, partnerships and enrollments from scratch. It takes a huge effort to build a family literacy program. To not offer some support past the second year of programming, is a damning comment on the value placed on family literacy work. This is especially true if people understand the long term impact of family literacy as an enhancer of skills, strengths, knowledge and participation of families.

6. How to achieve all of the above? Provide funding for a full time provincial family literacy coordinator and support that person in their effort to meet the goals and objectives as outlined in Literacy BC's Provincial Family Literacy Development Cost-shared Proposal

7. Having read their proposal, I fully support the objectives, thinking the future of family literacy rests here. Clearly, the regions cannot do it alone. They have already developed programs beyond the call of duty. I truly hope that others see the merit of building Literacy BC into a strong central clearinghouse which supports the work of regional and urban family literacy programs.

CRANBROOK
January 15, 1999
17 Participants
Information Package

The 1999 East and West Kootenay Family Literacy Event Agenda

Friday, January 15 - 9:30 - 4:00

9:30 -10:30 Introductions (Who we are, what kind of program we are working in, what we need to get from the next two days)

10:30 - 10:45 Break

10:45 - 12:00 Barbara's presentation
-the provincial perspective
-family literacy and community development
-keeping an active steering committee
-activities that work well in family literacy programs - What does a family literacy program look like?

12:00 - 1:00 Lunch

1:00 - 2:30 Nancy Noble-Hearle from Penticton - activities/lesson plans for adults in a family literacy program

2:30 - 2:45 Break

2:45 - 4:00 What is a major strength of your program? What are the key issues? (participants to brainstorm in large group) How can we address the issues and build on the strengths? What else needs to happen in our communities?

Saturday, January 16, 9:00 - 3:00

9:00 - 10:30 Further discussion about issues brought up on Friday.

10:30 - 10:45 Break

10:45 - 11:15 Creating Partnerships (Leona and Jennifer to give an overview of what we learned from Gavin Perryman)

11:15 - 12:00 The Columbia Basin Trust - What does it mean for family literacy? How do we have to organize ourselves to take advantage of this funding opportunity?

12:00 - 1:00 Lunch

1:00 - 3:00 Cost Shared Proposals for next year - What do they look like?

Family Literacy Workshop in the East Kootenays

presented through a cost-shared grant from the Ministry of Education, Skills, and Training and the Department of Human Resources Development Canada, National Literacy Secretariat and by Literacy B.C.

Friday, November 8, 1996
9:00 a.m. to 4:00 p.m.
College of the Rockies, Cranbrook, B.C.

Workshop Facilitator: Barbara Bate

Barbara has done literacy work at the University College of the Fraser Valley, Chilliwack, for the past 15 years. During this time she taught literacy classes, developed UCFV's volunteer tutor program, co-founded Fraser Valley East Literacy Association, and coordinated the first family literacy program in the Fraser Valley. At present she is providing family literacy training workshops throughout the province.

Barbara has worked on several provincial literacy projects such as the Learner Event Committee, the Literacy Materials Bulletin and Voices Magazine. As well, she has written a number of literacy resource materials. The most recent is the handbook "Families in Motion: A Success Story". It is the four year history of the Chilliwack community based family literacy program.

This workshop is free - lunch will be provided.

To register or for further information, contact Leona Gadsby, 347-6587 or 342-3210, Fax 342-9221.

Memorandum

RECEIVED JAN 2 7 1999

To: Jean Rasmussen

From: Leona Gadsby

Date: 01/21/99

Re: Workshop with Barbara Bate and Nancy Noble-Hearle

Hi Jean, Here are the evaluations from the workshop with Barbara in the East Kootenays. We had about 17 people for the whole weekend and a couple that came just for one day. It was very valuable as you will see from the evaluations. We really appreciate your help in paying for Barbara to get here. It was vital, I think, for people here to talk with her and hear what she has to say about family literacy.

Hope all is well with you.

Leona

P.S. Jennifer is sending the minutes and a more accurate list of names,

Leona

P.P.S. I'm enclosing a set for Barbara. Will you forward it to her since I don't know her address?

Thanks

Barbara
It was nice to see you again. I appreciate you sharing your knowledge and experience. I learned a lot from you in the past and once again today.
Heather Carr-Rowe.

Time + Info much appreciated!
TERRI

It was great to see you again. Thanks for your many words of wisdom. Much appreciated
Mary Shaw

Lots Of great information
Thanks
Joanne

I've been waiting for this since the Summer Institute '98. Thank you for coming.
Joye Cosse

Your wordwork always so helpful!
Thank-you Rhonda

Barbara,
Thanks for your input and valuable information!
Thanks for the useful ideas!
Lesa
Cranbrook.

January 15, 1998

Dear Barbara:

Thank you for your expertise & support. So appreciated
Maggie - New Denver (Slocan Valley)

Thank you for being so willing to help us. It is your wisdom, insight, creativity and realism that has got us this far going. Thanks Judy

Thanks for the direction
Lin.

Thank you Barbara. You are always inspiring
Betty Anne

Barbara,
Your knowledge & sharing skills are amazing
Thank you...
Trish

Barbara - many thanks for your willingness to share your wisdom & skills with us. It was a pleasure to meet you.
Diane Hamilton

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

most everything will be useful

learned lots!

Barbara + Nancy were great

2. What could have been better? What could we do another time that would be helpful to you?

– trying to keep on track with agenda

too much information?! but wonderful

Any other comments?

very well organized

good networking

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

a) advisory committee development ideas
b) program development + implementation ideas
c) funding development ideas
d) provincial perspective

2. What could have been better? What could we do another time that would be helpful to you?

I can't think of anything that could have been better.

Any other comments?

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

• Barbra's tips for the advisory committee are just what I needed.

• Nancy's actual topics for adult ~~topics~~ comonentswere very helpfull.

• The discussions on Saturday are always helpful and I appreciate the time!

Sorry about the laughing outbursts but they always make the meetings fun — thanks for reining us in. ~~bad~~

2. What could have been better? What could we do another time that would be helpful to you?

We always need more time - I don't know how much time would be enough.

Any other comments?

The food was wonderful.

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

- Lots of info on programs presently being offered, considered etc.
- Provincial outlook
- Resources passed out by other programs can be immediately used – cuts down on work.

2. What could have been better? What could we do another time that would be helpful to you?

Things were great as it was.

Any other comments?

It was great.

Evaluation of the East and West Kootenay Family Literacy Event

1. **What did you learn? What information will you be able to use when you return to your community?**

All kinds of program ideas! Problems & solutions that people encountered.

I will use many of the program ideas!
I look forward to implementing the ideas.

2. **What could have been better? What could we do another time that would be helpful to you?**

More time to network! (but I guess this may be unrealistic!)

Continue to meet periodically throughout the year to touch base, gather info etc

Any other comments?

Great ideas! sharing

Thanks Jenn & Leona for all your work!!

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

LOADS! it is so important for me to connect with all these amazing sources of information. I got lots of useful ideas for programs and I'm relieved about funding issues and how to go about it!

2. What could have been better? What could we do another time that would be helpful to you?

More time to meet, share + network!
Another time — follow up on what we did this weekend. Learn any new (GREAT) things people are doing.

Any other comments?

Thank you for organizing Jenn + Leona it was a FABO weekend!!

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

The importance of fundraising
tracking
being organized
Keeping projects up + running
~~stay on task~~
Delegate, delegate, delegate
- start with persons who do not have serious problems, so you may enjoy some success
- target groups in the areas that have the ne
- getting committee to be a "working committee"

- literacy is a health issue

and so much more!

2. What could have been better? What could we do another time that would be helpful to you?

If I had more time, experience + materials already read. Having been hired on Monday, I do feel slightly overwhelmed.

I feel fortunate that I have Kate, Leona + Karen Bailey-Romanko to look to for support.

Any other comments?

Good thing I like to read !
I have so much to learn.
=
I like the talking bear -
great mascot
for Family Literacy.

Glad to hear about Starbucks + Honda involvement.

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

I only was able to attend Sat. ☹ but again I feel a "tad" focussed for the upcoming year and shall I say "slightly optimistic".

It is very encouraging to have the W. Kootenays involved now. ☺

The explanation of other communities was worthy of the time!! As lengthy as it was An inspiration.

2. What could have been better? What could we do another time that would be helpful to you?

Of course as redundant as it sounds not enough time. - Really dealt well with the visual that Trish used to describe her. Outline/community

Any other comments?

Thanks again Fiona

(Now I don't have bullets check out Betty's !! ☺)

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

- NANCY'S PRESENTATION WAS GREAT. I [illegible] ALLOCATE WHERE I WAS AT. [illegible] WAS NOT PROGRAM BASED ENOUGH.

PROGRAM SHARING WAS GREAT.

2. What could have been better? What could we do another time that would be helpful to you?

- AT THIS POINT, I'M OVERWHELMED. IT WOULD BE best not to overwhelm me.

Any other comments?

Help!

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

I learned about the many programs happening throughout the ~~communities~~ kootenays. – how to build a committee

2. What could have been better? What could we do another time that would be helpful to you?

—

Any other comments?

Y.W.

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

I was thoroughly impressed by the organization of the workshop – accomodation planning, food, scheduling, resource people.

2. What could have been better? What could we do another time that would be helpful to you?

Not much!

Starting at noon on Fri. (because of travelling difficul might have been nice. Only winter meetings though.

Any other comments?

Great.

Evaluation of the East and West Kootenay Family Literacy Event

1. What did you learn? What information will you be able to use when you return to your community?

Tons of stuff. Lots of good ideas for activities & for funding.

Great food!

2. What could have been better? What could we do another time that would be helpful to you?

It was just good!

Practical info for problems we all share!

Any other comments?

Thanks for all your work.

Appendix 11

Wednesday, September 30, 1998 4:36:39 PM
LBC 1998 Item

From: MariaLynn Johnson

Subject: Regional Literacy Coordinator job posting

To: Literacy BC

Regional Literacy Coordinator
Malaspina/North Island Collage Regions

A Regional Literacy Coordinator is required to provide the ongoing consultation; resources and support to Literacy and ABE practitioners, volunteer tutor program coordinators and learners in the region bounded by Duncan to Port Hardy and Powell River. The candidate should live within the region he/she will represent, should be familiar with Cost-shared funding from Federal and Provincial Governments, have experience in developing community relationships and have knowledge and ability with Internet, e-mail, and electronic conferencing.
In approximately 400 hours from October to May the coordinator would provide professional development and training to practitioners, develop networks and advocate for literacy.

The ideal candidate would have Education, training, and minimum 2 years recent experience in Adult Literacy/ABE.
Contact: Executive Director, CALLS, Adult Learning Centre, 917 Fitzgerald Ave, Courtenay, B.C. V9N 2R6 phone: 338-9906 fax: 338-9974, e-mail calls@island.net competition closes October 19.

Monday, August 17, 1998 3:43:57 PM
LBC 1998 Item

From: MariaLynn Johnson

Subject: employment opportunities

To: Literacy BC

Employment Opportunity
Literacy Tutor Coordinator

CALLS requires a part time coordinator to manage a volunteer tutor program in the Comox Valley. Recruitment, training and support services to tutors who are then matched with students wanting to improve their reading, writing or math skills.
A degree in Education with a specialty in Adult Education or related education and experience essential. Competition closes Sept. 2. Submit resume to Manager, Adult Learning Centre, 917 Fitzgerald, Courtenay, B.C. V9N 2R6
Phone ; 250-338-9906 Fax : 338-9974 e-mail: calls@island.net

Regional Literacy Coordinator
Malaspina/North Island Collage Regions

A Regional Literacy Coordinator is required to provide the ongoing consultation; resources and support to Literacy and ABE practitioners, volunteer tutor program coordinators and learners in the region. In approximately 400 hours from September to May the coordinator is required to provide professional development and training, networking and advocating for literacy, to communicate effectively in a variety of mediums, especially online.
The ideal candidate would be familiar with Adult Literacy/ABE programs in the region from Duncan to Port Hardy and Powell River. Education, training and extensive experience in Adult Education essential.

Contact: Executive Director, CALLS, Adult Learning Centre, 917 Fitzgerald Ave, Courtenay, B.C. V9N 2R6 fax: 338-9906 e-mail calls@island.net competition closes Sept 2.

Malaspina/North Island Region
Regional Literacy Coordinator Interview

November 9, 1998

QUESTIONS

1. What is your experience working with adults? Please give examples of the program/s or service/s. What were you duties/responsibilities? How many years?

2. A) What experience do you have in planning, organizing, publicizing, facilitating, coordinating, and evaluating professional development workshops and/or training for literacy/ABE practitioners, volunteer tutor coordinators, and/or tutors? Please describe.

B) If none, what experience do you have you in organizing other types of professional development training for adults?

3.A major part of this position is to provide ongoing consultation, information and resources to the literacy/ABE field in your region - to be familiar and up to date with the latest developments in the literacy field in BC, Canada and to some extent internationally. Would you be able to provide the above support? Please explain how.

4. Do you have experience in developing community partnerships? Please give examples.

5. What experience do you have in program/project development/administration? Please give examples.

6. Do you have experience writing proposals for funding? Are you familiar with the CSP applications and grants?

7. You will be expected to participate on-line in an electronic conference for the Regional Literacy Coordinators across the province. Are you familiar with the FirstClass conferencing software or a similar type of networking system? Are computer literate?

8. Good communication skills are essential in this position. Give examples of what this means to you.

8. What are your strengths in terms of working with people?

9. What areas could/would you like to develop?

Comments/feedback/questions from applicant.

Appendix 12

Instructor/Tutor Training -- Literacy Workshop

Date and Time: **Wednesday May 5, 1999 -- 9:30 to 4:30**
Place: **Coast Westerly Hotel, Courtenay Room**
1590 Cliffe Avenue
Courtenay, B.C. V9N 2K4
(250) 338-2745

Shape of the Day

9:00 - 9:30 **Coffee and Introductions**

9:30 - 12:30 **Never Fail Writing Method -- Kate Nonesuch**
(Break 10:45)

Kate will present a method of teaching writing which she uses at all ABE levels. The method emphasizes modelling and teaching an analysis of the characteristics of good writing (paying attention to the intended audience, clarity, organization, effective and affective details, etc.) while focusing on what individual students do well, and using student writing as models of good style.

12:30 - 1:30 **Lunch** -- Workshop participants will be free to do what they want for lunch. There is a restaurant in the hotel or you can stay in the Courtenay Room and eat a lunch you bring.

1:30 - 4:30 **Book Reviews, Computer/Chalkboard Spelling**
(Break 2:45) **Mental Math, Chalkboard Math, Darts, Dice, Proofs**
Physical Learning -- Christina Patterson

Christina will present several classroom methods for learning and practicing English and Math skills which can be used one-on-one or with a group of learners. She will present a learning setting model that incorporates opportunities for the learner to physically engage with the learning. Workshop participants will have opportunities to experience and witness physical learning activities.

REGISTRATION INFORMATION IS ON THE BACK OF THIS PAGE.

Appendix 13

PROGRESS REPORT
FAMILY LITERACY CONSULTING SERVICES
September 1998 - January 15, 1999
by Barbara Bate
April 19, 1999

The Progress Report includes information on five work assignments conducted during the above time. The assignments are described by city, date, participant numbers, contact person and a description of the workshop as requested by that person. An Information Package is included for each workshop. The package contains where possible agendas, evaluation results, correspondence, thanks you's and other information pertinent to the workshops. Note that while I can forward workshops evaluations, further activity resulting from the workshops should be reported by Regional Coordinators and Literacy BC staff who are in contact with each other.

I received $450 x 5 assignments for a total salary of $2250. Travel expenses were additional costs and they varyed by location. A brief summary of each trip is provided next. This is followed by personal reflections on further work needed to stablize family literacy in BC.

CITIES VISITED

Williams Lake, BC	**Sept. 25, 1998**	**35 participants**	**Bill MacDonald***
Victoria, BC	**Oct. 23, 1998**	**36 participants**	**Melanie Austin***
Kamloops, BC	**Nov. 25, 1998**	**13 participants**	**JanSeedhouse***
Kelowna, BC	**Nov. 26, 1998**	**11 participants**	**Maureen Stephens***
Cranbrook, BC	**Jan. 15, 1999**	**17 participants**	**Leona Gadsby***

WORKSHOP SUMMARIES

Williams Lake, Sept. 25/98
Workshop: Developing and Sustaining Family Literacy Programs
35 Participants
Contact Person: Bill MacDonald, Regional Coord.

This was an all day workshop with 35 participants. They represented many surrounding communities including Likely, Nemiah Valley, 150 Mile House, Riske Creek, Alkali Lake, and Williams Lake. I enjoyed the warm, receptive group: teachers, parents, learners, community members, teachers (elementary, high school) a principal, an education coordinator, librarians, college instructors, childcare workers. A significant number of First Nations people were ~~were~~ among the above. Bill set the stage for the day with the IALS Report. My workshop then focussed on the key steps of developing a family literacy program which will lead to its sustainability. The presentation included such topics as advisory committees, partnerships, networking, planning, fundraising and evaluation. I believe the presentation generated interest in family literacy program development and that Bill and Debbie Demer will be a great asset to participants who wish to become involved in the movement. See Info Package for details of workshop.

Victoria, Oct. 23/98
ConferenceL Family Literacy: Literacy for Life
Esquimalt Secondary School,
Workshop I Family Literacy: What Is It and Why Is It Important 10:30 - 11:45
Workshop II Families in Motion: A Model Family Literacy Program 12:30 - 1:45
26 Participants

This workshop was attended by ~~26~~ 29 enthusiastic people most of whom were teachers (elementary, secondary) and early childhood educators from Victoria to Nanaimo. The presentation included a broad overview of family literacy including its history, research, models, partnerships and BC's family literacy network. Family literacy is still in beginning stages in Victoria but it's obvious that momentum is picking up. Workshop II was attended by 16 people, some of whom were repeats from the a.m. session. This workshop focused on Chilliwack's Families in Motion program, describing its development from beginning to present with reference to the secrets of sustainability when developing new programs. Both workshops were an excellent opportunity to bring family literacy to public school and early childhood educators who while interested in the topic continue to have difficulty understanding their role. They see their responsibility from K-12 only!

Because of a contact in the afternoon workshop, I received an invitation to speak at a PD Day (Family Literacy Day Jan. 27) in the Nanaimo School District. No formal evaluation was done on these workshops by the conference organizers, however, comments from Melanie Austin are attached. See the Info Package for details.

Kamloops, November 25/98
Family Literacy
North Shore Health Unit
13 Participants

This workshop took the format of an introduction to family literacy including the who, what, why, as well as resources and network available in BC and Canada. Also, the group took the opportunity to look at what existed in Kamloops and what was needed. The participants included early childhood educators, college instructors, Laubach staff, First Nation's administrators, and others. Prior to the workshop, family literacy activity in Kamloops wasn't well known to those of us in family literacy work. Fortunately, workshop discussion revealed an active, collaborative program had been operating there for many years. Now those program organizers are linked to a family literacy committee in Kamloops, and the committee is linked to the provincial movement. At the end of the workshop, the group agreed to meet again in Dec. to learn what other family literacy type programs were offered in Kamloops and where the gaps are. Jan will once again take the lead in this. I think this was a valuable workshop for family literacy development in Kamloops. This was a small but dynamic diverse group who I expect will persue plans for further family literacy development in Kamloops. See Info Package for details of workshop

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Kelowna Art Gallery
11 Participants

This was a meeting of the Okanagan family literacy people. All are involved in programs in Kelowna, Penticton, and Salmon Arm areas either as coordinators, staff or advisory committee members. I was invited to attend and informally discuss the issues of partnership building, fundraising, lobbying, and advisory committees. It was impossible to attend to all topics in the time allowed, so discussion focussed on the major issues faced by program personnel. Basically, we talked about advisory committees and fundraising. I listened to their problems and responded based on local, provincial and national experience. Still, I felt it wasn't enough. It was a frank and open discussion, but one can only share techniques which worked for others. It is impossible to translate that into success for any one group. They have to take the message and make it happen for themselves. I trust the Okanagan group will do this perhaps through the help of another resource person. This group I felt was the first to reach total frustration over no outside funding plan to support their work in Year Three. The combination of fatigue, no clear direction and lack of funding support will snuff out family literacy programs in record time. I credit Maureen as usual with structuring the meeting in a way that brings the "big stuff" out hard and fast. Kelowna I think is a test case. See Info Package for details of workshop

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SAVING FAMILY LITERACY
REFLECTIONS ON THE FUTURE OF FAMILY LITERACY IN BC
YEAR 1999/2000

If family literacy is to survive beyond the development stage, decision makers and power brokers must consider what it will take to make that happen. Some thoughts on the subject...

1. Few family literacy programs will survive unless corporate funding is made available to match funds raised by progams at the community level.

2. Without such support, program developers will soon tire, loose enthusiasm, and ultimately the support of the advisory committees they worked so hard to build.

3. Since community groups receive federal funding for literacy programs and colleges and school districts receive provincial funding for literacy programs, perhaps Literacy BC should shift more of its focus to Family Literacy work.

4. Unlike general literacy, family literacy has No ongoing support past year two unless that suppport is raised through local efforts.

5. Unlike most general literacy practioners, family literacy practitioners build their programs, partnerships and enrollments from scratch. It takes a huge effort to build a family literacy program. To not offer some support past the second year of programming, is a damning comment on the value placed on family literacy work. This is especially true if people understand the long term impact of family literacy as an enhancer of skills, strengths, knowledge and participation of families.

6. How to achieve all of the above? Provide funding for a full time provincial family literacy coordinator and support that person in their effort to meet the goals and objectives as outlined in Literacy BC's Provincial Family Literacy Development Cost-shared Proposal

7. Having read their proposal, I fully support the objectives, thinking the future of family literacy rests here. Clearly, the regions cannot do it alone. They have already developed programs beyond the call of duty. I truly hope that others see the merit of building Literacy BC into a strong central clearinghouse which supports the work of regional and urban family literacy programs.

KELOWNA
November 26, 1998
11 Participants
Information Package

Family Literacy Information Workshop

Thurs. Nov. 26, 1998 Kelowna Art Gallery
1315 Water Street, Kelowna
10:30-3:00
10:00-10:30 Coffee & Fruit

Agenda

Introductions (The I want question)

Jean Rasmussen, Family Literacy Development Project Coordinator
Provincial Prospective on Family Literacy Activities.

Profile of Okanagan Region Family Literacy Programs
Present a brief overview of your program. Focus on the strengths of your program and key issues that need to be brought forward.

Lunch

Barbara Bate, Family Literacy Consultant

Partnership Building
Fundraising
Lobbying
Fundraising
Advisory/steering committees

Family Literacy Information Workshop Notes and Ideas from the morning session with Jean Rasmussen

Nov. 26

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Pat Buckland ..."I want to get to know everyone."

Jean Rasmussen..." As Provincial Literacy Development Coordinator , I want to know your issues, concerns, and ideas."

Lily Moore.... "Iwant to get a look at the bigger picture."

Leslie Kielhbauch…… "I also want the bigger picture....I want to feel part of a provincially recognized program. I want it recognized at the top by the different ministries etc."

Nancy Noble Hearle.... "I want to know who to lobby individually, locally, provincially, to sustain programs in family literacy...new ones started and old ones continuing. Keep old(2year) programs sustained.

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Friends of the Library in Kelowna in partnership with Public Health are funding a pamphlet about health and libraires and a book.

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Description of each program:

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Partners: Regional Library, OUC, Central Okanagan Child and Family Resources Society

Coordinator: Lily Moore
Strength of the program is its moblility and the ability to be mobile. For example sessions are in the downtown public library but will move to an inner city primary school located downtown for Jan. and Feb. In March and April the program will be in a community school in Rutland in the evening.

Key issues that need to be worked on: steering committee needs.

Leslie Kiehlbauch: Family and Community Growing together.
Partners community centre, school district, ouc and regional library.
Celesta, very rural setting 11/4 hours from Salmon Arm.
Strength of the program is the Family Literacy Project Assistant is a former ABE student and literacy is embedded into the community. She can motivate people and she knows who to talk to and what the needs are. Librarian has been an excellent help.

Key issue:
Needs provincial recognition to educate the community leaders, ie school prinicipals, mayor. School district policy can be unruly and can't accommodate after school use and community needs.

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Strength: partners involved in the program. The richness of offering a program that has combined strengths of a literacy practitioner, children's librarain, and an early child educator. A strong and active advisory group.

Key issue: difficulty always reaching client group that program is designed to help.

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Homespun Program based on Alberta model

Strength: parent participation, librarian input

Key issue: referrals and funding.

This program ran last year under expanded capacity money and some other community partnership money. Pat will put in a C.S. for next September for next year.

3. P.M.

Barbara Bate - Fraser Valley

Advisory Committees:

- Each member needs a job.
- Size and strength are the operative words in sustainability.

- Main committee can be sub-divided into areas such as: finance, fund raising, personnel, public relations, etc.
- Each committee requires a Chair who would report back to the main committee.
- Each committee requires Terms of Reference.

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Establish where the advisory committee is weak and try to recruit members who are strong is this area.

Goal setting is important for each year.
Eventually, find a permanent home to take on the project as its' own, having council support through the transition.

Regular meetings are important for advisory committees/councils. Include an educational aspect to the meeting/ short study session, info. sharing.

Resources and information maintenance, filing etc, is important. Try to find an interested individual who enjoys this kind of activity.

FUNDING

- (possibly) under Finance Committee
- Involve people experienced in budgeting and who know ways of reducing operating costs.

Fund Raising Committee:
Must have the years goals laid out as well as Terms of Reference.
Every problem must be carried forward for group solving.
Fund Raising:
When making presentations to potential funders, it is important to have ones own program literature.
Lay out a plan for who will be targeted. Change targets each year and note to new funders who it was who participated the previous year.
Salary funding: Check out various Foundations.

Jean Rasmussen will send out info. packs on fund raising process. Time saving measures included.

4.

Referrals:
Personal connecting more successful than advertising. Staff needs paid lead time to develop participant base. Cut back program if changes necessary. Be flexible and be ready to reshape program if needed.

P.R. Committee: Monthly acknowledgments in newspapers, news letters, school papers, etc. regarding program.
Job description of program coordinator should be available for the position.
Jean Rasmussen would like a job and program description of all the programs that are now operating.

Comments:
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Paula: We must support decent pay, have job descriptions, give the worker a sense of control enhancing work enjoyment.

Brenda: Concern over program changes when the evaluation process is based on the program description for which the funding was given.

Various comments on the participant mix.
- Highly educated attending a program designed for low literacy participants.
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- When making decisions on the mix, try to find a balance if possible.

Friday, November 06, 1998 3:09:33 PM
Message

From: Maureen Stephens

Subject: Nov. 26 in Kelowna

To: Family Literacy
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Thanks Maureen

OKANAGAN UNIVERSITY COLLEGE

FACSIMILE MESSAGE

Faculty of Adult & Continuing Education

Date Dec. 9/98.	No of Pages (including cover page) 5
To Jean Rasmussen.	From Maureen Stephens.
Destination Lit. B.C. Fax No. 604-684-8520. Phone No.	Faculty of Adult and Continuing Education Okanagan University College 1000 KLO Road Kelowna, BC Canada V1Y 4X8 Fax No. (250) 862 - 5432 Phone No. (250) 762-5445 or 862-5488

NOTES

Hi Jean,

Here are the notes from the am. & pm. meeting. Thank-you again for your wonderful info & presentation - I received 3 calls on Monday extending Thanks to You!

Maureen

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Thanks Maureen

Appendix 14

October 22, 1998

Dear Colleague:

This letter is to inform you of the upcoming Provincial Family Literacy meeting to be held on November 23, 1998, in Vancouver, at the Executive Inn (downtown location). We will meet from 10 am until 2 pm, in room Portofino A. This will allow those traveling from Victoria to attend the meeting and return home on the same day.

I am enclosing the following documents for your review prior to the November 23 meeting. Comments and/or suggestions would be appreciated before or at the meeting.

- Meeting Agenda
- The Western Regional Family Literacy Symposium BC Discussion Notes, June 6, 1998.
- Family Literacy in British Columbia, A Working Document.
- Samples of operating guidelines for advisory committee.
- Contact list – BC Family Literacy Delegation (Saskatoon Symposium)

As we are pressed for time on the day of the meeting, it is important that we all come prepared to discuss the above.

Thanks in advance. Looking forward to seeing you in November.

Sincerely,

Jean Rasmussen,
Family Literacy Development Project Coordinator

601- 510 West Hastings Street, Vancouver, B.C. V6B 1L8 Phone: (604) 684-0624 • Fax: (604) 684-8520 Toll-free in B.C. 1-800-663-1293
Federal Registration Number: 12846 9234 RR0001

PROVINCIAL FAMILY LITERACY MEETING

AGENDA

Date: November 23, 1998
Time: 10 a.m. to 2 p.m.
Location: Executive Inn, Downtown
1379 Howe Street, Vancouver
(604) 688-7678

10:00 a.m.
Welcome and Introductions:
Linda Mitchell
Executive Director, Literacy BC

1998-99 Family Literacy Development Project Update:
Jean Rasmussen
Family Literacy Project Coordinator

10:30 a.m.
Developing a Provincial Family Literacy Advisory Committee
Group Discussion
Facilitator: To be announced

- What is the purpose/need for an advisory committee?
- Who should be on the advisory committee?
- What would the advisory committee want to accomplish?

Develop Terms of Reference (samples are attached)

- Briefly discuss sample operating guidelines (what model would/could work for us) How often would it meet? How long would it function?

Develop Mission Statement

11:45 a.m.....Break

12:00 Noon (working lunch)
Group Discussion:

- State and ratify suggested Family Literacy Goals
- Next steps

2:00 p.m. Meeting Adjourned

Word\jean\famlit\goalsdoc.doc

Family Literacy in British Columbia
A Working Document

Mission Statement

- A commitment to family literacy cradle-to-grave for all families in BC
- Our vision is based on a local community development model involving partnerships and collaboration
- Quality family literacy programming in BC is important

Suggested Goals

1. Development of a BC Family Literacy Advisory Committee

2. To support quality family literacy development

3. To continue to support and build a family literacy network

4. Establish a plan for funding and sustainability of family literacy initiatives (e.g. family literacy endowment fund for B.C)

5. Create public awareness about literacy and families

6. To influence public policy related to family literacy in BC
   (To develop/produce a policy/position paper)

7. Promote the development and coordination of family literacy programs in urban centres

Appendix 15

REGIONAL LITERACY COORDINATION PROJECT
Meeting
NOVEMBER 21 – 22, 1998

Saturday November 21, 1998

Location: Jean Rasmussen's home
3062 Mathers Avenue
West Vancouver – 922-3487
(one street north of Marine Drive between 30th & 31st)

Morning Session

8:30 am to 11:30 am
Participants: Regional Literacy Coordinators and Jean Rasmussen

- **Regional round-up**

11:30 am to 12:30 pm
Participants: Regional literacy Coordinators, Jean Rasmussen and Linda Mitchell

- **Literacy BC Projects Update**
  Presented by Linda Mitchell

LUNCH (provided)

Afternoon Session - 1:30 to 4:30 pm

Participants: RLCs, Jean, Linda, Audrey Thomas, Jean Cockell, Stacey Huget, and Andrea Comeau

Future Planning and Development
1:30 to 2:45 pm

- **Funding Update** by Audrey Thomas
  Projects Officer, Developmental Programs
  MAETT
- **ABE Transition Project Overview** (regional planning)
  Presenter: Jean Cockell
  Project Officer, ABE Transitions
  Colleges and Program Planning Branch
  MAETT
- **Deans and Directors November 2nd Meeting Update**
  By Jean Rasmussen & Stacey Huget

BREAK

3:00 to 4:00 pm

- **Ontario Regional Literacy Network Model**
  Presenter: Andrea Comeau
- **Feedback/discussion/questions**

4:30 pm - **Meeting Adjourned.....Dinner to follow at 7pm**

SUNDAY NOVEMBER 22, 1998
Location: Executive Inn
1379 Howe Street, Vancouver
Room - Portofino A

Morning Session

9:00 am to 12:00 pm
Participants: RLCs, Jean, Linda, Audrey, Stacey, Andrea, Sandy Middleton

- **Creating Partnerships**
  Facilitator: Gavin Perryman (Gavin Perryman & Associates - Process Consultants)

LUNCH (not provided)

Afternoon Session - 1:00 to 4:00 pm

Participants: RLCs, Jean

- Housekeeping, planning next meeting,

Regional Literacy Coordinator's Meeting
November 21 to 22, 1998
"Minutes"

Minutes Recorded By:
Saturday November 21 (AM) Donna Kane
Saturday November 21 (PM) Kristen Hutchinson
Sunday November 22 (AM) Jean Rasmussen
Sunday November 22 (PM) Donna Kane

Regional Round-Up
(Saturday November 21, AM)

Region: Okanagan
RLC: Maureen Stephens
Number of Hours: 12.5 hrs/wk
Length of Project: 8 months
Number of CSP: 7

Activities:

September
- Family Literacy (3 programs)
- Once a month conference calls with tutor coordinators:
  - to get ideas for PD
  - Sharing of materials and resources
- Worked on list of fundamental tutors and contacts

October
- Materials for outside College region (e.g., high school reading program)

November
- Jean and Barbara Bate to do a workshop on family literacy.
- Learner applications
- Tutor programs in Oliver and Revelstoke
- Youth Options Program
- Planning cost-shared in-service
- PD planning for Jan/Feb
- Long-term (guest speaker Nov 30, Ministry of Education) inventory of literacy programs

Region: Cariboo
RLC: Bill McDonald
Number of Hours: 300 for the year
Length of Project: 8 months
Number of CSP: 2.
Written report provided

Region: Selkirk
RLC: Jennifer Cliff-Marks
Number of Hours: 10 hours a week
Length of Project: 40 weeks
Number of CSP: 6
Written report provided

Region: Northwest
RLC: Dee McRae
Number of Hours: 6 hours a week
Length of Project: 10 months
Number of CSP: 6 to 7

Activities:

- Terrace library literacy program—met with/discussed problems with funding
- Doing tutor training
- Volunteer recognition (Terrace College: free course after 300 hrs; become honorary senior)
- Working on final report
- Health board in Bulkley Valley re: plain speak/language (asked for input)
- Fundamental language class
- 6 coordinators creating programs in region; challenge to keep them going

Region: Capilano – Sunshine Coast (Sechelt)
RLC: Julia Dodge
Number of Hours: 4 hours a week
Length of Project: 9 months
Number of CSP: 4

- Small region (pros and cons)
- Challenge with fulfilling needs
- Future: ABE free tuition has impacted literacy needs; bridge from ABE and literacy

Activities:

September
- Int'l Literacy Day; month long awareness of literacy programs
- New library-needs more support - meeting with reps
- Family literacy planning
- Festival of the written arts
- Volunteer Youth Works (different from others mentioned)
- Classroom space at mall with computers; Youth Works member supervises

October
- Met with local groups; needs for Pro-D/collaboration

Region: Capilano - Mount Currie
RLC: Lynda Sampson
Number of Hours: 4 hours a week
Length of Project: 9 months
Number of CSP: 4

Activities:

- Needs assessment; working toward D'Arcy motivation
- Mt. Currie-needs assessment (4 kinds); traditional language was important; interviews/reports
- Pemberton-requires needs assessment (animosity between Mt. Currie and Pemberton)
- Learner's Event Proposal
- Regional PD Event (looking at Laubach)
- Drama performances; traditional language literacy (trying to work with Family Literacy)
- Connection between English/traditional language

Region: Capilano – Squamish
RLC: Michelle Lebeau
Number of Hours: 4 hours a week
Length of Project: 9 months
Number of CSP: 4

Activities:

- International Literacy Day (month-long event)
- Student (Youth Community Action) to assist RC; possible 1 tutor, roll over to another 100 hr block in spring
- Needs assessment-more grassroots approach
- ABE/ABC 2 organizations through this; RC supporting
- Starbucks possibility; partnering interests; kids reading program
- Women's centers; steering committee
- Food Bank; community kitchens; cultural sharing/ESL/tutor; cost-sharing
- Development of volunteer organizations; rewarding; possible Sunday topic
- Community/media coverage;ABC/ABE

Region: East Kootney
RLC: Leona Gadsby
Number of Hours: 7 hours a week
Length of Project: 10 months
Number of CSP: 2

Activities:

Family Literacy
- 5 community projects under 1 regional project
- Community resource person for each community
- Meetings/sessions/training (tutor/literacy)

Workplace Literacy (problem area)
- $450,000 spent on technology
- School district (in charge) modeling after pathfinder
- Wanted to open a community centre; issue on it not working; need to look into problems, suggested consultant Nancy Steele ABE/ABC 3 days free offered time
- Life-long learning as opposed to Gr. 12 upgrading needs to be important

Fundamental Instructors
- Expanded capacity funding in region (not Leona's area, however); FTE counts have gone up as a result
- Course outlines/learning outcomes
- CVAC; attending meetings; good things coming out of this; literacy as a health issue

Region: New Caledonia
RLC: Heather Fisher
Number of Hours: 8 to 10
Length of Project: 9 months
Number of CSP: 2

Activities:

- Youth Community Action combined with Regional Lit. Coordinator
- YCA a huge boon to recruiting tutors
- Co-wrote 34 proposals
- Orientation to literacy for youth; challenging
- Int'l Literacy Day-big coverage, media/mall display, etc.(13 tutors recruited)
- Have volunteers for Family Literacy across area; outreach programs
- Adult Literacy/Computer Literacy action; technology forum coming up end of Feb
- Needs assessment survey underway, together with COC workplace literacy survey
- Pro D events-workplace literacy etc.(7 already done, 21 Pro D planned)
- Attend steering committee mtg. LDAC
- Laubach at Native Friendship Center-involved with this too
- Pre-natal programs; FAS and family literacy
- IALS media coverage

Saturday November 21 - Afternoon Session
(see attached notes on Future Development and Planning))

Sunday November 22 - Morning Session
(see attached notes on Creating Partnerships Workshop))

Sunday November 22, p.m.

Literacy B.C. Update

By: Linda Mitchell

Family Literacy

- **Family Literacy: Key to a Healthy Future** (the Western Provincial Conference/Symposium in Saskatoon) report is out – LBC has two copies. Keynote speaker: Dr. Mustard's presentation is available for a small fee. Contact the **Saskatchewan Literacy Network** for more information (306-653-7368)
- Public awareness folder on family literacy should be available Feb/Mar 1999
- **January 27, 1999 – National Family Literacy Day**
  ABC Canada and Honda Canada have partnered to support family literacy in Canada by: producing a one hour drama called Penny's Odyssey to be aired on CTV at 8pm, on January 27, 1999; developed a Family Literacy Kit for the car for children under 6 and have $$$ allocated for family literacy projects across the country (approx. $150,000)
- Starbucks family literacy foundation $$$$ - LBC looking at a 3 year plan.
  Trying to create a provincial strategy long-term
- Grizzlies Spinoza-integral to Head Start program in US
  Lit BC would like to design a guide/curriculum for Family Literacy to go with the "bear"
  Would like 100 bears, ideally one for each program, rather than one per region
  Variety of tapes can be used
  Great kick-off to fundraising
  Speakers could be attached
- Shop Smart guides – copies available from LBC

Other News

- New provincial training accord; all $ must go through college. They have right of first refusal. Lit BC wants an advisory/implementation committee in place to monitor activities. The following are areas of concern:
  - Accreditation issues
  - barriers to access for student issues
  - outside communities may suffer access problems (community based organizations)
  - a monitoring committee may be necessary
  - anyone who wants a copy of accord let Linda know
- Co-operators have donated 46 computers for literacy programs in B.C. – applications can be obtained from LBC
- Most recent IALS presentation kits out soon.
- Born to Read Kits – for more information contact Judy Brooks on FirstClass

- Research Proposal: money may be equivalent to 4 hrs/wk; can be applied for in addition to RC grant; it was suggested that money for research would be small
- Linda will get clarification on this; ask for money we need to do job; won't know figures until new fiscal year (April)

Group Discussion on Parking Lot Items

❖ **Program Delivery Meeting** – Thursday November 19

Jennifer gave an overview of this meeting
- question/answer period, introductions
- RC brought up late in the day; wrong interpretation of how dollars were spent
- concern over underlying misconceptions of partnership building
- lost some clarity
- Perryman needs to facilitate external review committee

❖ **Regional Literacy Coordination Project** – where should it be housed and who should manage the regional coordinators. A number of coordinators expressed a desire to be under Literacy B.C. The following are some comments:

Bill
Responsibility directed to Lit BC
Likes to be seen as an extension of Lit BC

Leona
Credibility is being lost without being rep of Lit BC
Easier to define role through Lit BC

Maureen
Question of loyalty to new college and Lit BC
Pre-training of new RCs needed.

❖ **Youth Community Action Volunteer Project**

Maureen
Community Youth Action (Youth Works); working with student majoring in ESL
Works best to recruit students who come to you wanting to help/participate
They need to have an interest beforehand.
Suggests contacting community college.
Good, conscientious, mature students are best.

Challenges and Actions

✓ **Action: For all - We need to make more connections with the school districts**

- Contact with other agencies

✓ **Action: Bill to circulate cost-shared project of literacy festival**

- Challenge of keeping part-time coordinators going
- Cost-shared CSP research grant

✓ **Action: Jean will get copies of SSHRC application**

✓ **Action: Maureen will send info on book bags to Jean (tutor appreciation)**

- Teaching people different methods of testing, need a balance

✓ **Action: Jean will send TOLD brochures to RCs**

✓ **Action: Jean will get info on SOL evaluation system**

✓ **Action: Jean will think of a more efficient way for RCs to report on activities.**

- Regional colleges' contributions to RC pay, etc.
- Life-long learning as opposed to Grade 12 upgrading

✓ **Action: Jean will ask Audrey for info on expanded capacity funding**

✓ **Action: Leona will fax job descriptions for community resource people**

- Tutor training model (Leona) literacy awareness; quality non-packaged PD-family literacy

✓ **Action: Maureen has thoughts on this, knows someone**

✓ **Action: Jean to send RCs Health Regions Statistical Profiles**

- Census statistics
- Reduced funding based on stats (Dec)
- Laubach issue (in P.G.)

✓ **Action: Regional Coordinators to send name of mayor to Jean on FirstClass**

✓ **Action: Jean to speak with Audrey re: RLC project and 1999/00 CSP application**

Suggested Topics/Training for Next Meeting

Bill
Joyce Cameron to do pro-d on phonological awareness at next meeting.

Jean
Have regional coordinators share expertise with each other in areas of specialty.

Christine
Discussed her project: components of "whole being"
Trauma survivor behavior; used to help literacy learners
Physical learning methods used in classroom.
A workshop on this could be useful

Maureen
Classroom design
Issues of one-on-one teaching models

Next Meeting – March/April 2000

Regional Literacy Coordination Project
Future Planning and Development Meeting
Saturday November 21, 1998
Afternoon Session
(1:30 to 4:30 p.m.)
Minutes

In Attendance:

Jean Rasmussen
Linda Mitchell
Dee McRae
Maureen Stephens
Jennifer Cliff Marks
Jean Cockell (MAETT)
Leona Gadsby
Christina Patterson
Julia Dodge
Lynda Sampson
Heather Fisher
Bill McDonald
Donna Kane
Audrey Thomas (MAETT)
Andrea Comeau
Stacey Huget
Michelle Lebeau

ABE Transitions Project Overview

Presenter: Jean Cockell

- Project is in its first year and the overall goal is to create a seamless system for adult learners within B.C. by coordinating ABE services
- Want to implement common credentials and a coordinated framework
- A working group is revisiting common credential, there are concerns about format, talking to various groups is the most concrete thing for first year.
- The bigger issues of collaboration and accountability are difficult.
- Planning is essential; funding will be based on this.
- Looking at common adult credential in both systems (MAETT & MET)
- Colleges and schools have to review residency requirements and eventually shouldn't have any residency requirements.
- **Goals:** Common credentials and articulation.
  Articulation not needed due to external credits granted.
  Articulation chairs met last week.
  Need accountability to measure student outcomes.
- Regional Planning part of the project – MAETT is looking at 3 sample regions (Selkirk, Vancouver, and Camosun) for the purpose of developing future models. The report will be out by end of the year. Need to know what is working.
- Project is focused on grade 11-12 level – the business of school districts.
- There are joint initiatives in Camosun between school districts and college.
- Co-worker Jack Newbury looking at various groups, Literacy B.C. and regional coordinators. Plans relate to funding. Schools and colleges most important.
- Communication is crucial, awareness has to flow both ways, and communication links must be there.
- ABE outcome study in college system took 3 years, captures only students who completed studies. Limited number of people studied.

Questions and Comments:

Maureen: Regional coordinators are not a large part of the college system. Structure so huge, not sure how we have a voice?

Leona: Need to meet with higher ups to discuss problems.

Practitioners need to come together to put systems together.

Maureen: School districts don't define themselves as doing literacy work.

Linda: Need to expand the definition of literacy to be beyond fundamental level/basic skills.

Maureen: We are advocates for other groups, such as one to one tutoring and family literacy.

Unknown: Transitions Project concerned with only a sub group of ABE system - missing community groups.

Unknown: Students whose success is hard to measure will fall through the cracks.

Maureen: Need a research project on above topic.

Unknown: Need to include those who don't have traditional completion.

Jean R: What kind of input/support do you want from regional coordinators - more of an expanded role?

Maureen: Lots of services in one place, cohesive models in places.

Andrea: Would Jack Newbury invite input from regional coordinators?

Maureen: Workplace ABE programs in Okanagan are an interesting model, multiple partners. **Action: Has an interesting report that will send to Jean.**

Linda: Work is rich in regions. Needs to be reflected back, how best to do it?

Jean: Questions from report will be sent out by Literacy B.C.

Linda: Questions trigger useful information. The more we can paint the picture, the better.

Funding Update
By: Audrey Thomas, Education Officer, MAETT

- RLC Project funded for 5 years with National Literacy Secretariat money, matched by Ministry of Advanced Education.
- NLS funds projects, not ongoing services.
- If RLC model is changed, NLS could be committed to funding.
- Only two years of funding for a model.
- Faced with half grant from $17,500 down to $8,750.
- Is amount useful or not?
- Reality is cost shared part for delivery and structure is limited.
- Increase in federal funds may happen again this year, it's too early to know.
- Putting pressure on Ministry of Education, to get $2,000 - don't know where money would go if not for regional coordination.
- In February, Ministry of Education split, K to 12 is now a separate ministry.
- If extra money comes through, the priority is to fill the gap left by NLS for RLC to maintain the $17,500
- There may be the possibility of increasing the amount to $12,000, depending on requests - still less than what you are currently getting.
- RLC funding was discussed at the external review committee meeting last Tuesday with Yvette Souque.
- Part of the problem is the pressure for program delivery
- Many groups slashed back last year.
- Different models make it hard to have equitable funding.

Questions and Comments:

Maureen: Is there a push to get colleges to pay?

Jean R.: This issue was brought up at the Dean's meeting. Possibility of getting more money through FTEs.

Maureen: Family literacy programs not FTE funded. Needs to be explored more.

Audrey: There is pressure to turn all the money over to colleges for FTEs, makes for less work internally

Maureen: If money goes straight to colleges, it will get lost in big budgets.

Julia: Money is not there for programs, to build up expectations and not deliver is bad

Bill: What would happen in communities if not paid?

Audrey: Don't know where else to get money. The grant system is based on proposals. Could write grants for regional coordination that are project based.

Julia: This didn't work in our region.

Audrey: Limited money, hard to decide who to fund, projects are turned down in all regions. Old projects get priority over new projects. Want to know is $8,000 to $12,000 still something you can work with? Is it worthwhile or not? Money could be reallocated to other ongoing projects.

Stacey: Is there nowhere to go with colleges and funding?
Need to document consequences to colleges as well as benefits for colleges.
Could be used to get other money.

Audrey: What is the general feeling about funding? Decisions need to made regionally.
If regional coordinators say no, money goes back into provincial money could lead to more community-based delivery. Program money vs. regional coordination.
Money might go to program delivery but not necessarily in your community.

Audrey: Could do separate proposals and write yourself in
Project funding or a good piece of development work could be funded.
This could be another avenue for funding.

Linda: Could put professional development as a separate project, and write yourself in as organizer and get a separate project grant. What will happen without the glue, without Literacy B.C. and no meetings?

Bill: It would be a disaster.

Audrey: External review thought regional coordination still essential but will be cut down to half.

Jean R: Workload will need to change, as well as focus in regions

Ontario Regional Literacy Network Model
Presenter: Andrea Comeau

Questions to be considered:

1) What do you coordinate?

2) Who do you serve?

3) How many literacy services in your region? (list)

4) What is the key aspect of your role?

5) How do you measure your success?

- Discussion of funding relates to my presentation.
- The above questions I struggled with in my role as regional coordinator/executive director.
- Worked as executive director in Ontario, with regional network for 3 years, have Masters in Adult Education. Came from social services background, unemployed persons with literacy problems.
- Region worked in was urban/suburban and rural, large area. Hard for learners to travel, and a challenge to coordinate programs.
- Hired as coordinator, funded $13,000.00 by Ministry of Education - other sources of funding needed.
- Provincial coalition in 11th year now.
- Networks formed as infrastructure for essential services, 8-10 years old
- Networks formed regionally due to labour adjustment, money to help retrain workers.
- Networks funded by strong Ministry support, $200,000.00 funding for one program.
- Community need for services was high as a lot of industry people were laid off in the region.
- Workplace coordinated education, a lot of activity focusing on employability.
- Provincial government auditor's report condemned government on spending Ministry dollars. Made recommendations for education changes.
- Wanted equity and access to programs for all regions.
- Regional areas defined by training and adjustment boards, community driven.
- The aim was to work with all sectors, to make a seamless service for adults, and to focus was accountability.
- Needed good assessments, a tracking system for learners, and a focus on employability.
- Access to basic skills was main focus.
- Government wanted equity and streamlined delivery of services, wanted to get rid of inconsistencies.
- Focus on program delivery/development.
- Networks were part of delivery, had core functions, and had to be incorporated, with board of directors composed of 50% literacy deliverers.
- Had to be accessible to learners.
- Government to support and fund core functions, which are as follows:

1) Coordinate community services at regional level

2) Ongoing support for literacy agencies;

3) Communication between agencies and Ministry;

4) Support government initiatives;

5) Educate the public.

- Funding given for services included salaries.
- Continuous improvement built in, core quality standards, best practices.
- Core functions, business plans and core competencies of those in coordinating roles.
- Regional coordinator needed to cooperate and liase with community groups and coordinate community service planning.
- Had to create an annual plan to look at each program.
- Need to look at client group, support services, analysis of programs, challenges to each of these areas.
- Look at where to position programs to be accessible?
- Communities need to be consulted to determine greatest needs, thus creating literacy community plans.
- Need to look at how many learners and where they reside.
- Covered all sectors such as colleges, workplaces, school boards, and community-based groups.
- Linkages to community living and other peripheral groups serving adult learners
- Needed to determine who would be best to give services.
- Literacy groups paid to do assessments.
- Community newspapers given five-year mandate to support literacy, published inserts about services.
- Fund raising is essential to sustain funding.
- Small honorariums given to help meet business plans.
- Government sees network not as infrastructure and money does not come out of program pot.
- Programs do business plans, keep clear records to track students, had to keep both statistical and anecdotal reports.
- Information and referral is most important, need to attract and keep learners.
- Need to think about how not to duplicate services.
- Key of networking is to promote access to programs. Important to remember who you are serving.
- Special needs learners often not supported, applied for special funding as many learning disabled learners not able to access services.
- Worked with deaf literacy groups in order to streamline services.
- Accountability has to be taken to heart when utilizing resources.
- Ontario system strongly supports learners.

Questions and comments

Audrey: How many staff?

Andrea: Only Executive Director. Network was responsible for three programs that provided direct delivery services. Core funding for literacy was $26,000 for network. Basic funding was infrastructure money; staff money built into the cost to deliver core services.

Jean R: What did executive directors earn?

Andrea: varied, salaries were $35,000 to 45,000. Full time position, 35 hours/week, 12 months/year. Programs ran all year round, funding was changed to reflect this.
Regional areas developed business training plans for learners.
Projects were filtered through network and all project reports shared with all literacy practitioners. Professional development came as project money.

Funding Questions – Wrap up

Heather: Can we apply directly to the NLS for projects?

Audrey: Yes, but they have five criteria for funding.

Andrea: Need to know how it benefits other programs provincially.
Projects could be coordinated between regions to have a provincial impact.

Heather: Can we apply for research project to cost shared funding?

Audrey: Yes. Academics need literacy partners for their work. Funding often has rigorous adjudication. Research will be an upcoming area; presently it's family literacy. New projects will be entertained for 1st and 2nd years.

Heather: Is money earmarked for family literacy?

Audrey: There is money in B.C. ear marked for family literacy. People who persist in looking for funding are often successful. Has to be a good proposal, changed from the original if reapplying.

Heather: Any new area marked for funding?

Audrey: New flavour of the month is research. The guidelines detail the priorities.

Bill: How many proposals come through regional coordinators?

Audrey: Don't know.

Linda: There is a marked increase for cost shared projects. We all have a lot to do with the development of cost shared projects.

Audrey: 70 to 80 applications received every year. NLS is committed to funding the development of a project for two years.

Stacey: Where does workforce fit in? Are workforce proposals considered?

Audrey: Yes.

Stacey: Employers want matching money for delivery. There is money for pilots but no money to sustain them. The government does give money at present. What could be done to get the money?

Audrey: Due to the devolution of federal training, there is nobody to pick up development work.

Stacey: There are opportunities for other money but need a fulcrum to start with as we are missing opportunities. There is an expectation from employers to have government funds to help.

Leona: How long will MAETT continue to fund regional coordination?

Audrey: As long as the need is there.

Audrey: One big proposal from whole group of regional coordinators might work. Look at it as infrastructure money.

Linda: There could be a research project for regional coordination.

Meeting Adjourned.

Creating Partnerships Workshop Notes
November 22, 1998
Facilitator: Gavin Perryman

Creating Partnerships That Work

Partnerships require:

- cooperation
- coordination
- integration
- amalgamation

Steps to Partnership Building

1. Opportunity
2. Leadership is key –chairing meetings, holding people accountable, administration
3. Need to look wide for potential partners/players.
4. Need adequate resources for partnership development (if partnership is important it needs to be a priority - if not a priority, don't do it! Be clear about what we mean by "partnerships" and what level we want to be together)

- **Process is key**. How you facilitate the process is very important. "Change champions" need to be at the table.
- **Strong leadership.** Have an open discussion with partners about who leads. In the beginning leadership is taken.
- **Resources in place** – Need to demand that everyone put resources into the partnership. Need a line in everyone's budget that clearly indicates $$$ or in-kind contribution (**gifts**). The issue is not how much, but the fact that you do it. Possible partners for literacy groups - Community Futures Development Centres and Arts council
- **Effective partners** – To have an effective team you need people who are creative, thinkers, detail oriented, have a global perspective - change champions (look wide – need to ask what gifts do they each bring). Is the person representing the organization the "right" person? Are they in a powerful enough position? If not, you need to have a meeting with the executive director. The partnership won't work without an understanding and respect for individual player's needs/wants.
- **Acknowledge .benefits to team members**
- **Start slowly** - concrete projects.
- **Minimize ambiguity** – partnerships are new experiences for most people.

Levels of Partnerships

- **Information sharing** – bring people together to determine common ground, individual interests/needs on the table ("What do I want to get out of the partnership? If you don't ask this question the partnership won't work), language of angels (what's in the public good, it's very important as it lifts the partnership up and gets people out)
- **Collaborate on joint project** (time limited)
- **Protocols** (if you do **x**, I will do **y**)
- **Case Coordination**
- **Joint program**
- **Joint structures merge**
- **Evaluation**

Summary

Key Elements:

- The right people at the table.
- Someone who will manage.
- Competition (need to deal with fear & turf).
- Have common passion and goals.
- Need fund-raising partnerships.
- Keeping people to the rules
- Talk needs to lead to action & commitments
- Personalities vs agencies
- Share resources and expertise
- No one cares who wins
- No one crying for credit
- Need good negotiators
- Partners need defined roles.

GUEST LIST

Executive Inn Downtown Vancouver
November 20th to 21st, 1998
Regional Literacy Coordinators Meeting

Friday November 20th

Bill McDonald	(LBC not paying)
Leona Gadsby	(LBC not paying)
Maureen Stephens	(LBC not paying)
Lynda Sampson	(LBC not paying)
Heather Fisher	(LBC not paying)
Michelle Lebeau	(LBC not paying)
Christina Patterson	(LBC not paying)
Donna Kane	(LBC not paying)
Dee McRae	(LBC not paying)
Jennifer Cliff-Marks	(LBC not paying)
Audrey Thomas	**(LBC paying)**

Saturday November 21st

Bill McDonald	(LBC not paying)
Leona Gadsby	(LBC not paying)
Maureen Stephens	(LBC not paying)
Lynda Sampson	(LBC not paying)
Heather Fisher	(LBC not paying)
Michelle Lebeau	(LBC not paying)
Christina Patterson	(LBC not paying)
Donna Kane	(LBC not paying)
Dee McRae	(LBC not paying)
Jennifer Cliff-Marks	(LBC not paying)
Audrey Thomas	**(LBC paying)**

Sunday November 22nd

Bill McDonald	(LBC not paying)
Leona Gadsby	**(LBC paying – Family Literacy)**
Maureen Stephens	**(LBC paying – Family Literacy)**
Lynda Sampson	(LBC not paying)
Heather Fisher	(LBC not paying)
Donna Kane	(LBC not paying)
Dee McRae	(LBC not paying)
Jennifer Cliff-Marks	**(LBC paying – Family Literacy)**
Audrey Thomas	(LBC paying)
Heather Reid	(LBC not paying)
Margie Mayfield	(LBC not paying)
Helen Myers	(LBC not paying)
Jean Rasmussen	**(LBC paying)**
Linda Mitchell	**(LBC paying)**
Vickie Grieve	(LBC not paying

December 3, 1998

Hello Regional Literacy Coordinators of BC:

What a great weekend we had together! Near the end of the "four day marathon" of meetings I was beginning to feel a little "other worldly", but a few days rest in Kelowna with Maureen's family literacy people infused me with a renewed energy.

In keeping with my promise to pass on any relevant and useful information regarding family literacy development, I am enclosing the following documents for your review.

- **November 23rd, Provincial Family Literacy Meeting** minutes and notes (two documents)
- **Case Studies of Canadian Family Resource Programs.**
- **Guidelines for Family Support Practice.**
- **Developing A Mission Statement.**
- **Finding Our Way, A Participatory Evaluation Method for Resource Programs**

I will do my best to make sure that all of you receive the same information I send to the family literacy programs and to the provincial family literacy group, known previously, as the **B.C. Family Literacy Delegation**.... I don't know what we are called now, as that is yet to be determined!! Anyway, I will keep you in the "loop" as to our next steps.

Also included in this mailing are the **minutes and notes** from our recent RLC Meeting/Pro-d.

If you have any questions about the above information please do not hesitate to contact me; I would be delighted to hear from you.

Cheers,

Jean Rasmussen
Projects Coordinator

Adult Basic Education (ABE) Transition Project

I. Background

Work has begun to improve coordination of ABE provided by the college and school district systems along with other providers. This initiative will build on the work done by the previous MOE/MSTL Joint Committee on ABE (and its subcommittees). In 1995 this Joint Committee recommended establishing one adult graduation credential with common requirements; mandating joint college/school district(s) regional planning for delivery of ABE; making credit for learning more portable across the two systems - through articulation of courses between colleges and school districts; and implementing the ABE Quality Framework for program performance and accountability.

The Ministry of Education (MOE) and the Ministry of Advanced Education, Training and Technology (MAETT) have both seconded individuals from the field to work together to implement the ABE Transitions Project.

II. Objectives

The overall goal is to work towards a coordinated ABE system for BC by developing a more integrated, learner-centred approach to ABE programming.

The primary objectives are to implement:

- a common credential for adults
- improved articulation of courses
- a standard framework for program evaluation and quality assurance
- a regional planning model to facilitate local coordination across ABE providers.

III. Outcomes

Intended outcomes include:

- better access and smoother transitions for learners; streamlined, faster paths to further training and employment
- a labour force with better basic skills, prepared for retraining when necessary
- a more cost effective ABE system with coordinated delivery to avoid unnecessary duplication and shared resources.

For more information please contact:

Jean Cockell
Project Officer: ABE Transitions
Colleges and Program Planning Branch
Ministry of Advanced Education,
Training and Technology
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Doug Moss
Coordinator: ABE
Field Services Branch
Ministry of Education

Doug.Moss@gems6.gov.bc.ca
250-387-6013
250-356-8267

BRITISH COLUMBIA

June 25, 1999

RECEIVED JUN 2 8 1999

Jean Rasmussen
Projects Coordinator
Literacy BC
622-510 W. Hastings St
Vancouver BC V6B 1L8

Dear Jean Rasmussen:

Thank you for participating in the survey completed by Dr. Jack Newberry on current practices in Adult Basic Education (ABE) regional planning. Dr. Newberry has produced a draft discussion paper for the ABE Transitions Project's advisory committee, the ABE Core Working Group. This discussion paper informed the group's discussion on next steps around the regional planning part of the ABE Transitions Project.

The ABE Core Working Group struck a subcommittee on Regional Planning which included field as well as ministry representatives. This subcommittee put together a proposal for ABE regional planning which has been approved by the ABE Core Working Group. The process will be implemented over the fall and winter and regional reports will be due to the ministries by March 31, 2000.

Some of the work of the Project's Quality and Accountability subcommittee is being coordinated with the Regional Planning subcommittee. This work involves the piloting of the Quality Framework that was developed by the previous Joint Ministry ABE committee in 1995. The expected outcome of the two regional pilots is a recommendation for implementing this framework for the purpose of program evaluation in order for regions to identify opportunities to share information and resources.

Attached is the summary page from the discussion paper for your information. Thank you once again for contributing your time and ideas to help inform this project.

Sincerely,

Jean Cockell
Project Officer, ABE Transitions
Ministry of Advanced Education,
Training and Technology

Doug Moss
ABE Coordinator
Ministry of Education

Attachment

Ministry of Education Field Services Branch

Mailing Address:
PO Box 9158 STN PROV GOVT
Victoria BC V8W 9H3

Location:
3rd Floor, 617 Government Street
Victoria BC V8W 9H3

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Facsimile: (250) 356-8267

Summary

Adult Basic Education in BC is provided by school districts, colleges and other agencies all working independently of one another. All ABE services serve adult learners well. The ABE Transitions Project is designed to work towards a coordinated ABE system by developing a more integrated learner centred approach. Development of a Regional Planning Model is one strategy to achieve this goal.

This report describes a survey of ABE regional interrelationships among providers. In a sample of 3 regions, 20 interviews occurred with ABE providers to ascertain current ABE activities in each region, collaborations, coordination and joint planning occurring, best practices and pitfalls in collaboration, and next steps in developing a Regional Planning Model for ABE.

The findings show much consistency in ABE offerings but a marked difference in learner goals depending on the particular provider chosen by a learner. Learners in school district adult education centers seek a credential, learners in college ABE programs seek prerequisites to gain entry to post-secondary education programs. There were few instances of competition for learners.

Several examples of collaboration were found, although they did not lend themselves to an analysis of best practices and pitfalls. Rather, a list of conditions that are conducive to collaborations being formed was developed. Continuing dialogue among the providers who shared a common value to serve ABE learners better was the predominant precondition.

The ABE Regional Planning Model term was not defined before the survey. Interviews and dialogue led to the conclusion that a process of coordination and joint planning, together with matters to be addressed in the process, plus characteristics of the process, will define the model.

The survey yielded a number of topics to be addressed in coordination and joint planning including: intake services for learners, sharing of resources, recognition of multicultural issues, and others. Also identified were characteristics for a coordination and planning process including, among others, transparency and inclusiveness, effectiveness, and recognition of differences.

Perhaps the most important fact to note is that the view of topics for coordination and planning and the characteristics of a sound process are those of the various practitioners who are the ABE providers. They are the same people who will be instrumental in the success of any coordination and planning of ABE. Thus, the views advanced in this report merit the closest attention as the project advances.

The report closes with a set of recommendations on the process for development of the ABE Regional Planning Model over the next several months. Included are leadership, structure process matters and "buy-in".

SCHOOL DISTRICT NO. 68 (NANAIMO)

CURRICULUM RESOURCES CENTRE
420 Selby Street
Nanaimo, B.C. V9R 2R7

FAX (250) 754-7869

TELEPHONE 755-2129

DATE: Nov. 19.98

FROM: Elizabeth Pennell

TO: Jan Rasmussen

COMPANY: Literacy BC

PROVINCE:

FAX #: 604-684-8520

PAGES TO FOLLOW (including covering page 7)

MESSAGE: Jan, the phone list is now a little confusing but I wanted you to have a sense of the districts associated with each region. Hence all the #'s.

Look forward to hearing from you again.

Elizabeth

Field Services and Career Programs Branch

	Regional Coordinators		
	~~Bradbury, Vicki (Jan/99)~~		~~vbradbury@attcanada.net~~
OM	Gulley, Dave (9 . . . .)	(250) 376-2266	dgulley@sd73.bc.ca
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VI	Norman, Peter (61 62 63 64 79)	(250) 727-9371	Peter_Norman@sfu.ca
M	Overgaard, Bob (40 . . . .)	(604) 853-5973	bobover@imag.net
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NW	Wilson, Elizabeth	(250) 627-5626	ekwilson@citytel.net
M	Young, Kim (36, 37) 327-6010	(604) 988-8317	kimyoung@uniserve.com
	Field Liaison		
	Ladyman, Stewart	(250) 356-2580	Stewart.Ladyman@gems3.gov.bc.ca

(25, 53, 67) (BS)

Okanagan Mainline - OM (19 22 58 73 74 83) (DG)

Metro - M. (AH) (44 45 46 47 48) (KY) (36 37) (40 41) (BO) (38 59) 43 45

Vancouver Island - VI

NORTH West - NW (50, 52, 54, 82, 87, 92) (KR)

NORTH East - NE (27 28 49 51 59 60 81 91) (EI)

KOOTENAY WEST = KW — (8, 10, 20 21) (ES)

Fraser Valley = FV. (5, 6) (BJ) Kootenay East = KE

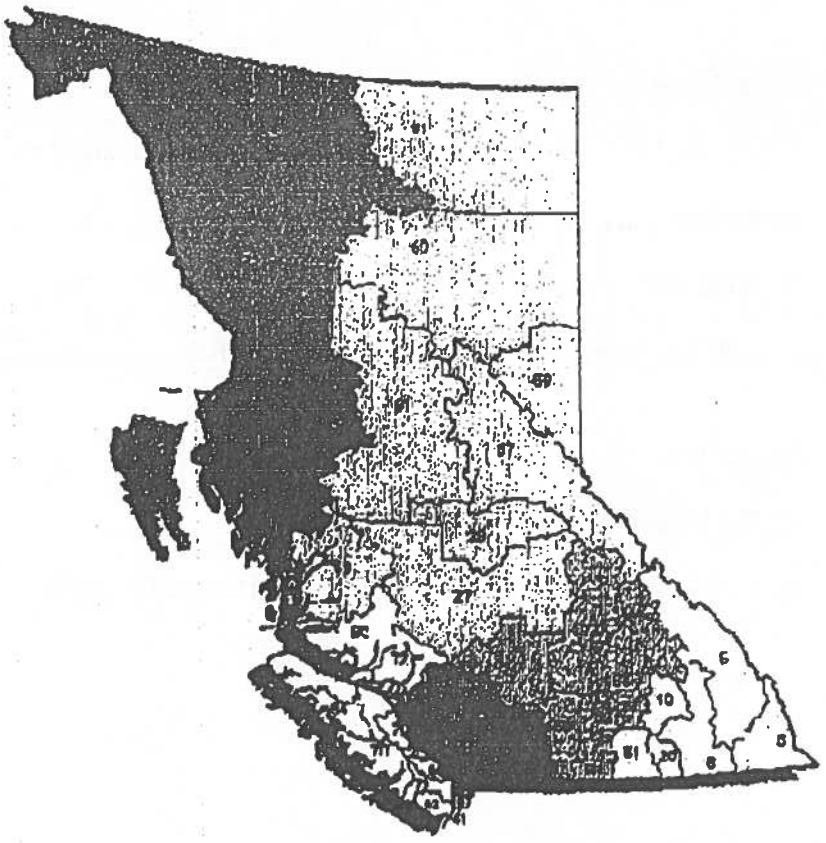
(TU) (33 34 42 75 78)

10/26/98

REGIONAL COORDINATORS:

ROLES AND RESPONSIBILITIES

1998/99



Field Services and Career Programs Branch

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A) Field-Based Priorities and Projects 1998/99

B) 1998/99 Regional Coordinator's Meeting Dates and Locations

REGIONAL COORDINATORS: ROLES AND RESPONSIBILITIES

I. VISION

An education and training system among the best in the world.

II. MINISTRY CORE BUSINESS

- Set and communicate standards for student learning
- Develop policy and legislation
- Allocate funds fairly and require accountability for results
- Monitor and report system performance

III. DRAFT FRAMEWORK FOR REGIONAL COORDINATION

A) VISION

Educational initiatives of the Ministry and school districts are aligned and collaboratively focussed on enhancing student success.

B) PURPOSE

Regional Coordinators facilitate the alignment and successful implementation of initiatives to enhance student success by providing leadership, support, advice and advocacy to Ministry and school district staff.

C) WAYS OF WORKING

Regional Coordinators:

1. focus on improving student learning
2. build and maintain constructive relationships
3. respect the roles and responsibilities of Ministry and school district colleagues
4. promote best practice in education and leadership by remaining current, modeling, and sharing knowledge with others
5. understand the context in which they and their Ministry and school district colleagues are working
6. deliver clear and accurate messages in all communications
7. share their expertise and capitalize on the expertise of each other and their Ministry and school district colleagues to lead educational innovation
8. use scarce resources wisely and effectively
9. involve Ministry and school district colleagues in planning and assessing initiatives, and in evaluating their individual performance
10. provide regular and accurate accounting regarding the use of resources and the effectiveness of initiatives.

D) FIELD SERVICES PRIORITIES AND STRATEGIES FOR 1998/99 (Based on Ministry priorities for 1998/99)

1. **Improve student success rates by**

   1.1 Using the PLAP results and the draft policy on intervention to focus attention on student achievement patterns.
   1.2 Using Government expectations regarding the Provincial Collective Agreement and the data on the performance of aboriginal students to focus attention on literacy, numeracy, and early intervention.
   1.3 Using developments in best practice and alternative delivery systems to explore ways of enhancing student success.
   1.4 Using the accreditation process as a way of enhancing student success.

2. **Enhance the success of Aboriginal students by**

   2.1 Ensuring that school district staff are aware of the importance Government is placing on Aboriginal issues.
   2.2 Facilitating understanding at the provincial and local levels of Ministry and school district concerns (eg: student success, LEAs, monies owed).
   2.3 Designing an approach for sharing information on student performance and for developing plans to address areas of concern.

3. **Improve student transitions to post-secondary and the workplace by**

   3.1 Facilitating discussions between school districts, colleges and employers to promote better linkages and remove barriers to student transition.
   3.2 Using the CaPP curriculum, Career Prep, Coop, and Apprenticeship programs as catalysts for discussion.
   3.3 Using the five new Career and Technical Centres as leadership sites.

4. **Implement the K-12 Education Plan by**

   4.1 Continuing to support programs and policies introduced in the first two years of the five-year implementation schedule.
   4.2 Providing support for programs and policies being introduced in year three of the implementation.
   4.3 Planning to support programs and policies to be introduced in years four and five of the implementation schedule.

5. **Support implementation of the Provincial Collective Agreement by**

   5.1 Being knowledgeable about the rationale for and the provisions of the PCA, and aware of the agreement's effects on individual districts.
   5.2 Facilitating understanding at the provincial and local levels of Ministry and school district perspectives and concerns.
   5.3 Promoting the need for changes in instructional practice if the provisions regarding class size and support services are to lead to improved student success.

6. Create a shared understanding of the rationale for, and the role of, regional coordinators by

6.1 Developing a framework for regional coordination (ie: Vision, Purpose, Ways of Working, and Priorities and Strategies for 98/99).
6.2 Sharing the draft framework with Ministry and school district colleagues and revising the drafts based on feedback.
6.3 Constructing regional plans which address local needs in ways that are congruent with this framework.
6.4 Using these statements to assess the value of regional coordination and the performance of regional coordinators.

Appendix 16

Memorandum

To: All Regional Literacy Coordinators

From: Jean Rasmussen

Date: 09/27/99

Re: Regional Literacy Coordinators' Meeting – April 9 to 11, 1999

Enclosed is a little "light" reading in preparation for our April meeting. Your package should contain:

1. First Call – Spotlight on Children and Youth – A Call to Action
2. Investing in Children and Youth: A National Children's Agenda
3. Puzzling Over Strategic Planning
4. Federal Policy and Program Initiatives Related to Canadian Literacy
5. Summer Family Literacy Institute Needs Assessment – this document has been sent to all Family Literacy programs in the province, however, please pass along to any Family Literacy practitioner in your community who may be interested.

If you are arriving at the meeting by air, your airline tickets are also included.

The agenda for the meeting will be posted on line for your feedback.

Looking forward to seeing you in April!

Kind regards,

Jean

REGIONAL LITERACY COORDINATORS MEETING
April 9 – 11, 1999

Location: Executive Inn - Downtown
1379 Howe Street
Vancouver, B.C., V6Z 2R5
Phone: (604) 688-7678

Friday April 9
1:00 PM to 3:00 PM

- Welcome and overview of weekend events
- Literacy BC Update
- Regional Round-up

3:00 PM to 4:30 PM

Presentation and Discussion - Exploring Literacy - How Teachers & Parents can Collaborate to Support Early Literacy.

Presenters: Charlie Naylor, Researcher, British Columbia Teachers Federation (BCTF)
Pat Porter, Learning Assistance Teacher and Author, Queen Alexandra Elementary School, Vancouver

4:30 PM to 5:00 PM

- Wrap-up

5:00 PM
Meeting Adjourned

Saturday April 10
8:30 AM to 9 AM

- Overview of Day

9:00 AM to 10:15 AM

Presentation and Discussion: First Call, Spotlight on Children and Youth: A Call to Action.
Presenter: Cindy Carson, Provincial Coordinator, BC Child & Youth Advocacy Coalition

10:15 AM to 10:30 AM - Break

10: 30 AM to 3:00 PM. (Working Lunch – Lunch provided)
Building Community Alliances and Partnerships
Group Discussion
Facilitator: Gavin Perryman

Saturday April 10 continued:

During this time, **Bill McDonald will give a mini-presentation on the Williams Lake Learning Council.

3:00 PM to 5:00 PM

- Group Discussions
- Small Group Work

5:00 PM
Meeting Adjourned

Sunday April 11
8:30 AM to Noon

- Next Steps
- Housekeeping
- Wrap-up

Lunch in the meeting room at 11:45 AM

12:30 PM

Meeting Adjourned

Friday April 9/99
Regional Coordinators Meeting
Called to order 1:15
Meeting Notes by: Jennifer Cliff Marks

Present: Jean Rasmussen, Leona Gadsby, Dee McRae, Lynda Samson, Jennifer Cliff-Marks, Julia Dodge, Christina Patterson, Molly Eichar, Donna Kane, Bill McDonald, Michelle Lebeau, Charlie Naylor, Pat Porter.

Agenda:
Welcome and overview of weekend events
Literacy B.C. Update
Regional Roundup
Exploring Literacy: How Teachers & Parents can collaborate and support Early Literacy.
Wrap up

Regional Literacy Coordinators and guests were introduced.
Jean reported on Literacy BC's activities to date

Centres of Excellence for Children's Well Being—Jean and Leona reported on the morning meeting that they attended. There are 5 centres being set up across the country by a Health Canada federal initiative. The 5 centres will divide $ 20,000,000 between them, and literacy is now on the agenda for these centres.

Charlie Naylor- research department (professional side) for the BCTF. Charlie does research with teachers to understand their issues. He presented 6 case studies of BC schools, and discussed an English as a Second Language guide used in BC schools. Charles also shared a list of BC school district's Provincial Specialist Associations (PSA) and local presidents.

Pat Porter- Exploring Literacy: How Teachers and Parents Can Collaborate to Support Early Literacy. Pat has put her report put on a website to share her research with teachers. There has also been a network formed to support literacy and foster connections between families and literacy. Meetings were held and research conducted both locally and internationally. The work was documented in the book "Exploring Literacy". 3 teachers and 3 adults worked on the project. The home-school links research showed that this had a sustainable, proven effect. The study looked at cost-efficient and on-going programs that schools and families could participate in to improve the literacy levels among school-aged children. These programs can be effective due to collaboration. All parents at all income levels can have a positive effect on their children's learning. ESL and non-reading parents can also have a positive effect. Parental involvement is key. The program must reflect the parent's needs. Common assumptions need to be questioned. Personal approach is important. Teachers need to learn/be trained to work with parents.

There is a need for a network of people involved in literacy for families—maybe a newsletter? There needs to be a link between adult educators and teachers, as well as a link with the professional development chairs in each region. Regional coordinators could produce a professional development package of what we do that is connected to schools and share research findings.

BCTF Lesson Aid catalogue and professional development are available on line @ www.bctf.bc.ca
BCTF conferences/PSA Newsletters are a good forum for professional development.

Clarification is needed for roles for volunteers.
Work is needed to break down barriers between schools and colleges/parents and teachers, home and school.

Saturday April 10, 1999
Called to order 8:30 am

Cindy Carson- Coordinator, First Call: A Spotlight on Children and Youth
Cindy, who is the provincial coordinator, spoke about First Call, which is a provincial initiative that came about from the United Nations Year of the Child call for action. The organization is looking at what kind of policy changes are needed in support of children and youth, and is working at bringing together sectors that deal with children. There needs to be public commitment, and a common agenda developed for children and youth in BC. Cindy provided information on child poverty and UN research, population health.

More resources are needed to support parents and children from 0-3 years old. There is a need to build on support provided throughout the youth years. Smaller gaps between rich and poor mean a healthier population.
Upcoming Early Childhood Education conference—April 21-24, Robson Square. April 21, 7:00, Robson Square—Paul Steinhauer.

First Call, funded by Health Canada, will be distributed widely in B.C. April 20. There will be media campaigns. Articles can be written in local newspapers—partnerships with regional coordinators are needed to help spread the information. There needs to be more specific policy changes i.e., a federal children's budget—making children a priority.

Please look at the policy actions, and make comments for Cindy and fax your responses to (604) 875-3569.

Idea - do a workshop for teachers on writing report cards in plain language.

The First Call logo is available for use in communities to say that communities support First Call. Call Cindy's office @ (604) 875-3629. Workshops will be held to train speakers to pass on information to communities.

"FACET" groups.

Regional Roundup

Jennifer: January and February were mainly spent fielding calls for cost-shared, and preparing 4 applications. January 15-16 was the first annual East-West Kootenay Family Literacy Event. Barbara Bate and Nancy Noble-Hearle facilitated the first day; the second day was spent networking, sharing programs, and preparing cost-shared applications. It was a really worthwhile event!! I met with the advisory committees for family literacy to talk about funding. Some other current planning: Learner Event (April 22, Revelstoke); tutor professional/appreciation day (April 24, Trail); Media workshop for non profit groups (April 19, Nelson). Regional newsletter written and distributed. Prepared statistical returns for Project Literacy West Kootenay (6 communities) for Selkirk College, and reports for the Board. I am starting an evaluation of literacy programs in the West Kootenays.

Bill—time spent setting up tutoring service in Williams Lake. Regional visit to Paula Davies program. Jan-Feb cost shared (4) projects. Bill is sitting on a number of committees, and has done a Rotary presentation. "Speaking the Language of Angels". Future: working on 'Roads' weekend. Visits to Likely & Menaih, small communities that are starting family literacy projects as a result of Barbara Bate's workshop.

Michelle—Jan & Feb cost-shared projects: 14 proposals from Capilano College region. Family Literacy workshops this week. Lots of time went into setting up a Volunteer tutoring program. "Advisory committee" to "Action committee". Future: Report writing, community outreach. Family literacy awareness meeting organized that has been rescheduled to happen after the workshops.

Julia—sits on 2 committees. Energy going into seeing that the committees will continue when regional coordination is gone. Cost shared—lots of applications and lots of competition in the region. Lots of meetings for seed money. Program delivery to include adult and family literacy. Lots of partnering to set up programs. Julia can foresee complications with these partnerships. Fisheries contributing money. May - strategic planning for 2 advisory committees. Family Literacy workshop Saturday April 13, 1999.

Lynda—Pemberton's Women's Institute meeting. May—Whistler and Pemberton meetings to plan for next year. Mount Currie, Darcy—Learner Event. Larger event planned for next year. Family Literacy committee set up in Mount Currie. A play was done for awareness on family literacy. Helped find funding for Making Connections program (Healthy Families) which will start in May. Other literacy funding has been applied for for another program, and a connection has been made to do some joint programming. Cost-shared for family literacy connecting oral tradition to literacy. Reading and writing workshops put on in Mount Currie. Workshops were enjoyed by participants, and a book was provided for them on reading to children. Creative writing workshop being organized. Resources being gathered for collection.

Donna—regional visit to Dawson Creek family literacy project. Donna has attended lots of meetings and is working on improving communications between literacy groups in the region. Cost-shared projects (12). Helped develop partnerships for cost-shared proposals. Pro'd event with Suzanne Hale, Fran Miller. Women's Trade Show. Evaluation from the region on regional coordination. Attended Tutor Training to set up training in Dawson Creek.

Christina—Offsite Learning Centre partnership. Board of Directors made up of learners. 2 Cost-shared projects -helped rewrite a cost-shared project that has previously been turned down. Many hours spent on regional cost-shared to fit in with previous work, CALLS, etc expectations. Family Literacy Day with schools, ECE, daycare, extended health. Working on partnerships in region. 2 workshops developed on regional literacy coordination and instructional techniques for coordinators and tutors. Presented at a pro'd event for teachers—profile on learner, what supports are needed. Lots of support from Kate Nonesuch—joint workshops in May and June.

Dee - Nov-Dec—writing a report relating to 18 months of funding. Cost-shared workshop in January via teleconference. 2 days to work on CSP's—4 in Houston connected to 4 others by telephone. Terrace: a resignation lead to lots of time and energy on issues. Time consuming trying to track down funding from colleges. 8 cost-shared applications. New one is Stewart; Prince Rupert—website to support First Nations learners. Hazelton—Learning Community project. Terrace—active prison program. Smithers—lots of small projects, McDonalds "Licking Illiteracy". Houston: creating a community career program. Learner Event. Writing workshop with 6-8 students. Newspapers created from workshop.

Leona—January 15, 16 Family Literacy Event for practitioners from the East and West Kootenays. 2 Cost-shared proposals—one for program delivery of family literacy, one for regional coordination. Literacy programs are funded by college. East Kootenay Council for Family Literacy. Programs have participation and community support with advisory committees. Lots of meetings with children and youth committees, conference calls with regional coordinators, college meetings for funding. Long term funding for family literacy research—community foundation plans and Columbia Basin Trust strategies. East and West Kootenay alliance. Social program partnerships for funding. 1999--Year of Older Persons—Leona has met with community elders to see what sort of support might be available from elders. Ideas for Millennium projects. Mother Goose workshop May 15, 16 in Invermere. 6th Annual Charity Golf Tournament—this year Peter Jordan will be the guest of honour being planned. Learner Events being planned. Family Literacy coordinators meeting at the end of May to start final report. AAAL invited Leona to speak to 200 literacy practitioners (May 17).

Molly (Prince George)—prepared cost shared for regional coordination and advised on 3 other projects. Mini-conference with key note speaker—recognizing and working with Learning Disabilities, conflict, and First Nations learning styles—"Orality" as a method of

knowledge acquisition. Business, Libraries, 2 Ministries invited to listen to needs of literacy practitioners. Update of contact list in region. Final report required for1998-99.

Regional coordination—2 flexible full time positions in 2 regions for one year to focus wholly on regional coordination.

Vancouver Foundation funds projects—short term, 3 year, emergency, capital. VF is the largest community foundation in the country. They fund adult, youth, children, arts and environment projects.

Regional Literacy Models

East Kootenay Model (Leona)—5 fundamental/literacy instructors Cranbrook, Creston, Kimberley Invermere, Golden. Family literacy coordinators (5)—last year planning funding, this year program money. Adult facilitator, child facilitator, community development coordinator in each community. $20,000 plus $70,000 from cost-shared, $18,000 from college, and $25,000 from Vancouver Foundation. Advisory committees in each community that are now talking about adult & workplace literacy. Next year: program delivery $25,000 for 5 or 6 communities. Lots of involvement in the region.

West Kootenay Model (Jennifer)—Project Literacy West Kootenay--6 adult tutor coordinators (4 communities since 1991, 2 since 1993), 6 family literacy coordinators who are planning this year, and hoping to get more project funding next year. Funding from cost-shared and college. College and school board facilitated learning centres.

North West region Model (Dee)--$45,000 base funding divided by 6 communities from North West Community College; Community Literacy Group Board. Queen Charlotte Islands, Rupert, Terrace (Family Literacy), Kitimat, Hazelton, Smithers, Houston. Stewart now has a program delivery. All non-profit societies. Coordinators are hired at different rates of pay for various hours. Cost shared support for program delivery in each community.

Cariboo Model (Bill)—starting with a blank slate. 2 major centres with 70% of the population (Williams Lake, 100 Mile House). Isolated communities with high First Nations representation. School district with the highest incompletion rates in the province—resource based communities. 70-80% drop out rate among First Nations peoples. 16% unemployment. Bill is not hired and accountable to UCC.

Project Literacy Williams Lake previously--run by volunteers. College had not done any literacy outreach. Consortium of trainers and services. Rivalries between deliverers. Bill makes presentations to groups and services. Economic development thrust in progress; groups are coming together to do something in the communities. Literacy as part of a cultural agenda. Volunteer tutor training service set up in Williams Lake. Focus: Mill. Adult learning council with the college as a major player, but not a college program. 8 hours per week contributed to do this. Bill invited Gavin Perryman to do a workshop with the council. Cariboo Tribal Council came. Two parts to the day: to develop partnerships to get the service off the ground, and the second facilitated by Gavin on how to do so. Lots of partnerships set up to support literacy programs in the region: UCC, Rotary, Canadian Mental Health, Library. Hours for the tutor coordinator have been increased from 8 hours per week to 20 due to contributions from the partners. Adult and literacy resource centre to be set up in the library. Inventory of literacy training resources and needs assessment to be done by a summer student. Follow up workshop to be done in October to see where the community is. Bruce Mack, NDP/Tribal Council would like to make a follow up presentation to make the case for regional literacy coordination.

How much money does your college receive for one fundamental FTE? How many FTE's is your literacy program producing?

The funding allocated to fundamental ABE needs to go into literacy. Can your community advisory committee advocate for you with for example the college board?

Gavin Perryman can be reached for questions at (604) 222-0968.
Adjourned 4:00 pm

Sunday April 12, 1999
Called to order 8:30 am

Housekeeping:

- Expense forms need to be filled in and returned ASAP.
- Sets of books on dyslexia are available on loan at Literacy BC or from www.interdys.org.
- New video available from the Dyslexia Society—Dyslexia—Finding the Answers.
- Statistics on your area are available from Health Canada.
- Barbara Bush Foundation for Family Literacy info available in the Literacy BC library. Interesting to read.
- Grizzlies Ed program materials from The Graze Ed Office (604) 689-7300 (Patrice Happed)
- Spread the Word April 17-24, East Vancouver.
- Aboriginal LAPS (Literacy and Parenting Skills) is now available on loan from Literacy BC

There is some money for family literacy resources. Look at the annotated bibliography on line, and see if there are resources that you would like to see added. Jean will be meeting with Scholastic and other book publishers for book donations.

Feedback requested for the Literacy BC PA kit, booklet, and fact sheets. What are your needs for such a kit?

Professional development/workshops—**could each of us on First Class report on who we have had in our regions to do pro'd, how much it cost to do so, how it went, etc**. Jean will put on a separate icon to do so.

Regional coordinators' conference on First Class still to be 'closed'.

Reporting—not necessary to do monthly reports to Literacy BC. Final reports/evaluations for Audrey—**Jean will ask Audrey what is required for a final report.** Response to objectives? Consistency in statistical reporting.

How can regional coordination be restructured? Is attachment to Literacy BC as regional coordinators appealing—for pay, sense of belonging, etc. Regional coordination was moved to the regions in order to make the project unique, and to entrench coordination in the regions for college (financial) support. Now that is not working, can it be picked up by Literacy BC?

Follow-up on above to be continued on-line.

Meeting Adjourned at 12:30 pm

GUEST LIST

Executive Inn Downtown Vancouver
April 9 – 11, 1999
Regional Literacy Coordinators Meeting

Thursday, April 8th

Bill McDonald (LBC not paying)

Jennifer Cliff-Marks (LBC not paying)

Leona Gadsby (LBC not paying)

Donna Kane (LBC not paying)

Friday, April 9th

Bill McDonald (LBC paying)

Leona Gadsby (LBC paying)

Maureen Stephens (LBC paying)

Lynda Sampson (LBC paying)

Michelle Lebeau (LBC paying)

Jean Rasmussen (LBC paying)

Christina Patterson (LBC paying)

Donna Kane (LBC paying)

Dee McRae (LBC paying)

Jennifer Cliff-Marks (LBC paying)

Molly Eicher (LBC paying)

Julia Dodge (LBC paying)

Saturday, April 10th

Bill McDonald (LBC paying)

Leona Gadsby (LBC paying)

Maureen Stephens (LBC paying)

Lynda Sampson (LBC paying)

Julia Dodge (LBC paying)

Donna Kane (LBC paying)

Dee McRae (LBC paying)

Jennifer Cliff-Marks (LBC paying)

Jean Rasmussen (LBC paying)

Christina Patterson (LBC paying)

Michelle LeBeau (LBC paying)

Molly Eicher (LBC paying)

All rooms on Thursday April 8th should be guaranteed for late arrival.

Thank you for your participation over the weekend, and a special thanks to Jennifer for taking the meeting notes. Oh, and to Dee for those lovely drawings.

Warm regards,

Jean Rasmussen
Project Coordinator